

Pupil premium strategy statement 2021/2022

School overview

Metric	Data
School name	Iver Village Junior School
Pupils in school	214
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£82,700
Academic year or years covered by statement	2021 - 2022
Publish date	May 2021
Review date	April 2022
Statement authorised by	Jill Digweed
Pupil premium lead	Sarah Chapman-Allen
Governor lead	Sam Dobson

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	2.3
Writing	0.9
Maths	5.3

Strategy aims for disadvantaged pupils

Measure	2019 results	Aim for 2021
Meeting expected standard at KS2	60%	70%
Achieving high standard at KS2	20%	30%
Measure	Activity	
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver 'Read Write Inc' scheme effectively for focus children in Year 3 and 4 who have not passed the KS1 Phonics check.	
Priority 2	To provide targeted intervention. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective.	

	<p>This will be overseen by the Inclusion Manager, ensuring children who require the support are identified and targeted fairly and transparently.</p> <p>Learning Support Assistants will be up-skilled through the use of the MITA project resources in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.</p>
Priority 3	<p>Through the provision of play therapy, positive mental health sessions, emotional Literacy sessions and ELSA/Learning mentor, children will feel happy and safe and so they will be ready for learning.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ensuring staff use evidence-based whole-class teaching interventions • Children come to us having low Language and Communication skills. 34% of our disadvantaged children require speech and language support and have poor vocabulary. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required. • Higher than average numbers of children access Language link in Year 3 and 4 • 23% of disadvantaged children have significant SEND/learning difficulties requiring high levels of care. • Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils.
Projected spending	£56,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	July 2021
Other	Ensure attendance of disadvantaged pupils is above 95%	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reading	<ul style="list-style-type: none"> Majority of pupils in Year 3 / 4 develop their phonics so that they are in line with their peers Target disadvantaged pupils by providing regular reading opportunities, Catch-up teacher in Year 5, specific intervention groups in reading comprehension Phonics groups in Year 3 and Year 4 following Read, Write Inc To continue to promote a love of reading throughout the school To analyse summative assessment data and identify the children who require catch up Use of Power of Reading texts during Literacy lessons
Priority 2 Speech and Language	<ul style="list-style-type: none"> To improve the speech and language skills in lower school through a paid Speech and Language therapist to support 1:1, small group and in class support Continued use of the Language Link programme, tracking progress
Priority 3 Vocabulary	<ul style="list-style-type: none"> To develop children's vocabulary across the school through the use of the programme Vocabulary Ninja Word of the day used across the school To upskill support staff and teachers in developing children's vocabulary through quality CPD

	<ul style="list-style-type: none"> To continue to implement P4c across the school
<p>Priority 4</p> <p>Summative, end of KS2 results are at, or exceed expectations for progress</p>	<ul style="list-style-type: none"> To increase capacity of adults in year groups to provide further support and extra groups To upskill support staff with appropriate approaches and pedagogy to teaching interventions To provide tutoring for key individuals and year groups To identify pupils who may require more targeted support on a daily basis
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> Pupils have been working remotely for a considerable time over the past year, some being affected by class bubbles isolating. Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress Learning behaviours at lunchtime may need developing due to long periods of self-isolation
<p>Projected spending</p>	<p>£26,500</p>

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Mental Health and Wellbeing</p>	<ul style="list-style-type: none"> Implementing and delivering regular mental health and well-being lessons. To provide access to learning mentor/ELSA and play therapy if required Provide Emotional Literacy group sessions Complete the Well-being award
<p>Priority 2</p> <p>Attendance</p>	<ul style="list-style-type: none"> To identify pupils whose attendance is below 95% To support key children and their families to improve attendance To provide opportunities to key pupils to attend Breakfast club if appropriate so that they are ready for learning
<p>Priority 3</p> <p>Creative Curriculum</p>	<ul style="list-style-type: none"> To ensure the curriculum is balanced and carefully sequenced, and to ensure our Curriculum allows opportunities for cultural development To support disadvantaged children to attend the school residential trip in Year 6

	<ul style="list-style-type: none"> • To allow pupils to partake in visits, both virtually and in school which build on skills and knowledge from lessons. • To provide greater enrichment opportunities for disadvantaged pupils through various clubs • To have themed curriculum days to deepen children's understanding of specific topic areas
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Parental anxieties about returning to school following the COVID-19 period. • Parents not being able to come into school as previously • Breadth of virtual platforms is currently restricted • Poor attendance, including the impact of Covid19
Projected spending	£4,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given to allow staff high quality Professional Development.</p> <p>Ensuring teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.</p>	<p>Use of INSET Days and twilight sessions.</p> <p>Use of assessments completed across the school</p> <p>For Maths, following the White Rose planning.</p> <p>For English following the 'Power of Reading' texts</p> <p>Amending Topic teaching to allow for application of skills across the curriculum.</p>
Targeted support	<p>Ensuring every year group gets additional 'catch-up' support.</p> <p>Making sure interventions are well planned and focused on children's gaps in learning.</p>	<p>This will reduce the pupil/teacher ratio and lead to focussed small group support.</p> <p>Clear support / training for LSAs</p>
Wider strategies	Engaging the families facing the most challenges	Work to provide digital education for parents through online video presentation sessions targeted towards specific areas or curriculum objectives/subjects.

		Working closely with the LA and the Family Link Worker to support families
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Review: last year's aims and outcomes

Aim	Outcome
Pupils eligible for Pupil Premium make progress in line with that of their peers across KS2 in Reading, Writing and Maths.	Data from 2019 shows that 60% of Pupil Premium children made expected standard at KS2 and 20% achieved higher than expected. Progress scores from 2019: Reading 2.3 Writing 0.9 Maths 5.3
Pupil Premium children with SEN make good/above average progress	42% made expected / above expected in reading 50% made expected / above expected in writing and maths. Ongoing training and support is continuing to happen to train LSAs in specific areas and the resources available.
Other	Attendance improved after COVID-19 – high impact