



## **Queen Eleanor’s C of E Junior School** **Pupil Premium Action Plan: September 2020-21**

Allocation of funding for 2020-21: **£70,215**

### **Summary of the main barriers to educational achievement faced by eligible pupils of the academy:**

- Pupils being ‘ready to learn’ in class, pupils are emotionally ready to learn in school
- Gaps in prior learning which can be also linked to attendance
- Attendance and time keeping – missing essential school learning
- Access to resources outside of school to enhance learning
- Low aspirations about what can be achieved and how to be successful and limited access to positive role-models
- Lack of regular routines including home reading, homework, spellings and having correct equipment in school e.g. PE kit, swimming kit, etc.

The Pupil Premium will be used to address the main barriers listed above, raise the attainment of disadvantaged pupils and close the gap between these children and their peers, in addition to supporting children and young people with parents in the regular armed forces, by:

Focus area	Finances allocated to the action or intervention	Reasons and evidence for this area of focus/ approach	Summary of the intervention or action, including quantifiable details of the year groups and pupils’ involved	Timescale – with milestones (if applicable)	How will the intervention or action raise the attainment of disadvantaged pupils and close the gap with their peers? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will the academy measure the impact and effect of the expenditure?	Actual impact: How did the intervention or action quantifiably impact on the attainment and closing the gap for disadvantaged pupils?
1. Home School Link	£14,750	To support identified pupils' self-esteem,	HSWL to work with identified Pupil Premium children to	Support across school	Children’s mental health and welling	The HSLW’s line manager is the	Attendance and punctuality improved

Worker Support		attitudes to learning, sense of well-being and enjoyment of school through specific counselling and pastoral support programmes. Working with families to provide support and advice. Working closely with the education Welfare Officer to improve targeted pupils' attendance and punctuality.	support them in their area of need to ensure they make good progress in school. Available to children in Year 3, 4, 5 and 6 based on identified needs.	year. Daily support given – 4 days a week.	will improve which means they are more readily available to learn and feel happy and settled in school. Children who feel safe and secure in school will ultimately learn more effectively.  Attendance will improve so gaps in learning will not increase. Children who feel supported and secure will attend school more regularly.	Headteacher, who regularly meets with the HSLW to ensure progress is being made for children being supported. The Headteacher and HSLW meet with the EWO termly to ensure attendance for Pupil Premium children's attendance is improving and actions to support improving attendance.	for several targeted families. Wellbeing and self-esteem of key pupils improved, leading to better engagement, improved learning behaviours and better outcomes for those pupils. During school closure periods HSLW and SENCO made regular contact with families and supporting families during school closures.  <b>Actual Spend: £17,000</b>  Over spend due to HSWL and SENCO working additional hours during school closures between March-July 2020
2. ELSA Support Staff	£1,635.00	Specially trained member of staff to work 1:1 or in small groups of children to support pupils' emotional well being	Weekly sessions led with children on a 1:1 basis or in small groups who need emotional and mental health support. Support given to help children emotional support and strategies to increase mental wellbeing. This will support their ability to learn effectively. Available to children in year 3,	Weekly session for children for approx. 10 weeks.  ELSA support children 2 afternoons a week across the school	Children's mental health and wellbeing will improve which means they are more readily available to learn and feel happy and settled in school.	All children being supported by the ELSA are all set targets at the beginning of the intervention. Targets are reviewed at the end of the support given to ensure progress has been made against their	ELSA has been successful for the children who have taken part this year. There has been an improvement in general well-being which has meant better access to learning in school. ELSA session had to stop in January 2021

			4, 5 and 6 based on identified needs.	year.		targets. ELSA attends external supervision meetings to support her in her role.	due to school closures. ELSA has attended supervision session in order to improve practice. School's ELSA on Maternity leave from June 2021. New member of staff trained in ELSA support in September 2021.  <b>Actual Spend: £1,635.00</b>
<b>3. Focused interventions groups led by teaching assistants or teachers</b>	£14,950.00	Teaching assistants to deliver appropriate interventions designed by the SENCO with the aim to narrow gap in attainment of identified pupils.	All classes in every year group create provision maps which identify all pupils premium children and what interventions they require in order to close the gap in attainment. These are reviewed termly to ensure good progress is being made. Pupil premium children are discussed at half termly at pupil progress meetings. Available to children in year 3, 4, 5 and 6 based on identified needs. Interventions are led in every class in all year groups.	Interventions run across the whole school in every year group for the whole school year (September – July)	Targeted interventions will decrease the gap in attainment and close the progress gap for Pupil Premium children ensuring they achieve as well as their peers. Pupil premium children are discussed at half termly at pupil progress meetings to ensure they are making expected progress.	A costed provision map is created by the SENCO termly to monitor the cost of all interventions and the cost incurred for each child. The SENCO monitors the cost of all interventions and the subsequent progress made by children to ensure interventions are cost effective. Interventions led in 2018-2019 proved very cost effective against progress.	Across the school pupil eligible for pupil premium funding have made progress against their starting points. In most cases as well as their peers.  See results below on progress of children in receipt of pupil premium funding.  <b>Actual Spend: £13,376</b> <b>Lower spend due to intervention groups not running during school closures – January- March 2021</b>
<b>4. Additional TA support</b>	£8,050.00	Additional staff available at lunch	Additional TA support at lunch times to support identified	Support given daily for the	Children will be able to successfully	Children who have been supported with	Children who struggle with unstructured times

during lunchtime		times to support children with their social skills.	children who need support to develop their social skills and interaction on the playground. Available to children in year 3, 4, 5 and 6 based on identified needs. <b>To be monitored based on children still remaining in pods of 30 children. More staff needed to ensure children can access outside playtimes in groups of 30.</b>	whole school year.	engage and play with their peers. This will increase their emotional well-being, which in turn will ensure children feel happy and settled in school.	their social skills are discussed in pupil progress meeting half termly.  Specific interventions are monitored and evaluated by the SENCO	such as lunch and break are now more settled and engaged with their peers. Due to needing staggered lunch and break times additional staff have meant children have support needed at play times.  <b>Actual Spend: £8,050.00</b>
5. Additional TA support in class	£23,500	Additional staff support in class to ensure that the gap is narrowed for identified pupils in Maths and English. This includes specific interventions small group support or 1:1 work with pupils.	To ensure there is additional support in classes to narrow the gap in attainment for identified Pupil Premium children. Pupil premium children are discussed at half termly at pupil progress meetings. Available to children in year 3, 4, 5 and 6 based on identified needs.	Support given daily for the whole school year.	Targeted in class support will decrease the gap in attainment and close the progress gap for Pupil Premium children ensuring they achieve as well as their peers. Pupil premium children are discussed at half termly at pupil progress meetings to ensure they are making expected progress.	A costed provision map is created by the SENCO termly to monitor the cost of all interventions for interventions and the cost incurred for each child. The SENCO monitors the cost of all interventions and the subsequent progress made by children to ensure interventions are cost effective.  Interventions led in 2018-2019 proved very cost effective against progress.	Across the school pupils eligible for pupil premium funding have made progress against their starting points. In most cases as well as their peers. Due to school closures fewer interventions were run in the summer term. This will resume once schools are able to run interventions.  <b>Actual Spend: £23,500</b>
6. Homework club	£535.00	An after school homework club has been set up to	Support for families and children to complete their homework after school with	Twice a week for 1 hour 15 minutes	Pupil Premium children will extend and solidify their	Pupil premium children are discussed at half	Due to COVID restrictions homework club was not possible

		support children who may need support to complete their homework. This is led by a teaching assistant twice a week. This club is free of charge to families.	support of school staff. This support families who may not be able to complete homework outside of school with their children. Children will have access to school resources during homework club to support their learning. Available to children in year 3, 4, 5 and 6. <b>After school clubs to hopefully start after October half term based on guidance.</b>	sessions. Homework club is run across the whole school year.	learning by competing homework with a trained member of school staff. This will ensure homework is completed regularly thus supporting in class learning.	termly at pupil progress meetings to ensure they are making expected progress.	this year as children had to remain in their year group bubbles. <b>Actual Spend: £0</b>
7. After school clubs – one weekly clubs is free of charge to all children who are in receipt of pupils premium funding	£10, 550.00	Pupil Premium children have access to one free weekly after school club.	To ensure that all pupil premium children have access to an after school club – which will not incur a cost for parents and families. To give Pupil Premium children access to opportunities they may not be able to access outside of school. <b>After school clubs to hopefully start after October half term based on guidance.</b>	After school clubs run across the whole school year. Children from year 3, 4, 5 and 6 can access after school clubs.	Pupil Premium Children will be able to access enjoyable after school clubs which will develop their social skills and give them access to activities they may not be able to access outside of school.	School staff monitor to ensure Pupil Premium children are accessing school clubs.	Clubs ran across the school year with the exception when school was closed to most children between January - March 2021. All children in receipt of pupil premium funding were offered a free after school club. The uptake was high this year for this offer. <b>Actual Spend: £10,550.00</b>
LAC/PLAC/Service Children funding	£11,500	Funding used on individual children entitled to LAC/PLAC/Service Children funding	To ensure any looked after children, post looked after children or service children receive the support and resources they need to make accelerated progress	Support given as needed across the whole school year.	Looked after children, post looked after children or service children receive the support and resources they need to make accelerated progress and achieve as well as their peers.	SENCO to work with families of children in receipt of funding to allocate funding to appropriate support and resources	Success measured and reviewed for individual children on case by case basis. <b>Actual Spend: £11,500</b>

**The academy will next review it's pupil premium strategy in September 2022**

<p><b>Provisional considerations for the next funding allocation 2022-2023</b></p>	<ol style="list-style-type: none"><li>1. Continue to support Pupil Premium Children in order for them to achieve the best possible outcomes</li><li>2. Further ELSA support – current school ELSA on maternity leave from June 2021. New member of staff to be trained as an additional ELSA for the school.</li><li>3. Possible purchase of additional ICT equipment to support Pupil Premium Children in order for them to achieve the best possible outcomes</li></ol>
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**Pupil Premium Progress from End of Year 2020 to End of Summer 2021**

**By Year Group**

*This is internal school data.*

<b>Year Groups</b>	<b>Maths Below Expected Progress</b>	<b>Maths Expected Progress</b>	<b>Maths Above Expected Progress</b>
3	0%	0%	100%
4	11%	22%	67%
5	0%	33%	67%
6	0%	90%	10%

<b>Year Groups</b>	<b>Reading Below Expected Progress</b>	<b>Reading Expected Progress</b>	<b>Reading Above Expected Progress</b>
3	0%	50%	50%
4	11%	0%	89%
5	0%	25%	75%
6	0%	60%	40%

<b>Year Groups</b>	<b>Writing Below Expected Progress</b>	<b>Writing Expected Progress</b>	<b>Writing Above Expected Progress</b>
3	0%	100%	0%
4	78%	22%	0%
5	8%	75%	17%
6	10%	60%	30%

THE EXPECTED COLUMN INCLUDES CHILDREN WITH EXPECTED PROGRESS AND JUST ABOVE EXPECTED PROGRESS

**Pure Pupil Premium Progress from End of Year 2020 to End of Summer 2021**  
**By Year Group**

*This is internal school data.*

Pure Pupil Premium is defined as children who are in receipt of Pupil Premium Funding with no other barriers to learning e.g. SEND, EAL or any other needs.

<b>Year Groups</b>	<b>Maths Below Expected Progress</b>	<b>Maths Expected Progress</b>	<b>Maths Above Expected Progress</b>
<b>3</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>
<b>4</b>	0/6 <b>0%</b>	1/6 <b>17%</b>	5/6 <b>83%</b>
<b>5</b>	<b>0%</b>	<b>29%</b>	<b>71%</b>
<b>6</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>

<b>Year Groups</b>	<b>Reading Below Expected Progress</b>	<b>Reading Expected Progress</b>	<b>Reading Above Expected Progress</b>
<b>3</b>	<b>0%</b>	<b>50%</b>	<b>50%</b>
<b>4</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>
<b>5</b>	<b>0%</b>	<b>29%</b>	<b>71%</b>
<b>6</b>	<b>0%</b>	<b>57%</b>	<b>43%</b>

<b>Year Groups</b>	<b>Writing Below Expected Progress</b>	<b>Writing Expected Progress</b>	<b>Writing Above Expected Progress</b>
<b>3</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>
<b>4</b>	<b>83%</b>	<b>17%</b>	<b>0%</b>
<b>5</b>	<b>0%</b>	<b>86%</b>	<b>14%</b>
<b>6</b>	<b>0%</b>	<b>57%</b>	<b>43%</b>

*THE EXPECTED COLUMN INCLUDES CHILDREN WITH EXPECTED PROGRESS AND JUST ABOVE EXPECTED PROGRESS*