



## Pupil Premium Strategy

Summary information					
School	Joy Lane Primary School				
Academic Year	2020/2021	Total PP budget	£164,765	Date of most recent PP Review	2019/2020
Total number of pupils	564	Number of pupils eligible for PP	115	Date for next internal review of this strategy	July 2021

### Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers

A.	Children with <b>poor Social and Emotional Learning (SEL)</b> . This slows progress and attainment in all subject areas (heightened due to lockdown and school closures due to pandemic)
B.	<b>Communication and language</b> skills in KS1 and EYFS are lower for pupils eligible for PP than for other pupils. This impacts on their ability to communicate effectively and has a negative impact on progress in subsequent years.
C.	<b>Attainment</b> within core subjects is lower for pupils eligible for PP than for other pupils.
D.	25% of our <b>SEND</b> pupil are also PP

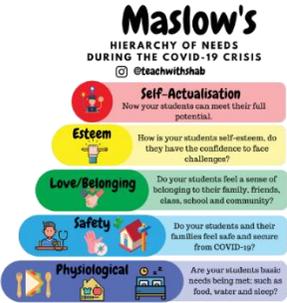
#### Additional barriers

E.	<b>Parental engagement</b> and support
F.	Narrow experiences of <b>life outside</b> of school (heightened due to lockdown)

**Planned expenditure**  
 Evidence suggests that pupil premium spending is most effective when schools use **a tiered approach**, targeting spending across the following 3 areas: Teaching, Academic support and Wider approaches (DFE & EEF, 2021).

Academic year | 2020/2021

**Teaching and Academic Support:**

Action	Why	How	Who	Impact	Cost
A. Develop social and emotional learning skills for all pupils (including PP).	<p>PASS data results</p> <p>Non-Academic Development (NADs)</p> <p>Maslow's Hierarchy of Need</p>  <p>EEF Social and Emotional Learning report 2021</p> <p>Response to MyConcerns raised</p>	<p>Training for staff (restorative justice and Maslow, behaviour policy, recovery curriculum, Mainstream Core Standards)</p> <p>Support from FLOs (x2)</p> <p>Behaviour policy update</p> <p>Calm down zones and environment adaptations</p> <p>Nurture groups</p>	<p>SLT</p> <p>Teaching Staff</p> <p>Sally B for NPQML</p> <p>Wellbeing Team</p>	<p>Increased positive pupil voice (PASS data).</p> <p>Fewer incidents reported on MyConcern.</p> <p>Staff/parent feedback shows increased wellbeing of children.</p> <p>Progress from children's starting points in learning accelerated.</p>	

<p><b>B.</b> Improve communication and language skills for all identified children (including PP).</p>	<p>Baseline data Language link results Nuffield Early Language Intervention (NELI) results</p>	<p>3x HLTA Speech and Language leads with two further TAs supporting pupils across the school. NELI intervention Language Link (LL) programmes Maintaining indoor and outdoor learning environment to develop S&amp;L in line with the Curiosity Approach. Curiosity cubes encouraging conversations Evidence Me software to set additional next steps for PP children. Following individualised S&amp;L programmes in Reception/KS1/KS2. Active listening as part of classroom practice. Individual active listening groups.</p>	<p>JE, PA, HN, KP KS2 TAs</p>	<p>Rapid progress made in Communication and Language in Reception.  Intervention trackers to show increased engagement and progress against personal targets.  Provision Map overview report demonstrates positive impact.</p>	<p>£6,312.00 Language £4,212.00 Speech  £4,972.50 NELI      As above  £6,142.50 Active Listening  Sub-total: £21,639</p>
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<p>C. To re-establish positive behaviour for learning for all pupils (including PP).</p>	<p>Disrupted learning and lack of structure due to lockdown causing trauma.</p> <p>Focus on 'reconnect', 'restore' and 'recover'.</p> <p>Behaviour logs.</p> <p>Restorative justice research.</p> 	<p>Behaviour policy updates for staff.</p> <p>Restorative justice resources and training.</p> <p>Small group tuition/interventions (inc. nurture groups, 1:1 nurture, sanctuary play, sensory circuits, etc.)</p> <p>Recovery curriculum planned (inc. two week transition) with a focus on re-establishing school structure and children's readiness to learn.</p> <p>Calm down/zen zones in classrooms (linked to behaviour policy)</p> <p>Whole School Ethos embedded in remote and in-school learning</p> <p>PP behaviour case studies of key children.</p>	<p>SLT</p> <p>Teaching staff</p> <p>Teaching support staff</p> <p>Wellbeing Team</p>	<p>PP children to make progress from their starting points.</p> <p>PASS results show improved wellbeing and pupil voice around behaviour.</p> <p>Improved attendance.</p> <p>Children's communication and self-regulation skills improved.</p> <p>Pupil survey to demonstrate positive view of behaviour in school.</p> <p>Fewer incidents reported on MyConcern/behaviour logs.</p> <p>Case studies show improved outcomes for key children against individual targets.</p>	<p>£20,124 Nurture group y1</p> <p>£5,557.50 Sensory Circuits</p> <p>£10,010 Sanctuary play</p> <p>£9,360.00 Sanctuary lunch</p> <p>£5,849.82 LEGO play</p> <p>£8,073.00 Well-being support</p> <p>£36,855 The Nest</p> <p>Sub-total:£87,756.32</p>
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<p>D. To develop metacognitive skills for all pupils (including PP).</p>	<p>Attainment data shows learning gaps for PP children.</p> <p>Disrupted learning and lack of structure due to lockdown.</p> <p>Focus on 'reconnect', 'restore' and 'recover'.</p>	<p>Metacognition and VfC training updates for staff</p> <p>Voices for Choices (VfC) lessons taking place across the school</p> <p>Quality first teaching (staff training and support)</p> <p>Small group tuition/interventions</p> <p>Mastery learning in Maths through White Rose</p> <p>EKLA Voices for Choices training led by LMi</p> <p>Moderating VfC work within year groups</p> <p>Recovery curriculum planned with a focus on re-establishing school structure and children's readiness to learn, including metacognition</p> <p>Development and adaptation of wider curriculum with a focus on a metacognitive approach</p> <p>Increased feedback for PP children</p>	<p>SH, LM, AG</p> <p>Teaching staff</p> <p>Teaching support staff</p>	<p>Improved % of children to access as Expected or above in all subjects.</p> <p>PP children to make progress from their starting points.</p> <p>Increased independence and choice improving learning outcomes.</p>	<p>£6,603.24 Morning booster groups</p> <p>£5,460.00 Phonics</p> <p>£9,750.00 Reading support (Guided reading or 1:1)</p> <p><b>Sub-total:</b> <b>£21,813.24</b></p>
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<p><b>E.</b> To embed the Mainstream Core Standards ensuring all children with SEND (including PP with SEND) receive appropriate support through class teaching and interventions.</p>	<p>Joy Lane has an above average percentage of pupils with SEND.</p> <p>SEND report data: 109 pupils on Joy Lane SEND register- 29 of those are also eligible for pupil premium.</p> <p>New teaching staff</p> <p>KCC Introduction of new mainstream core standards.</p>	<p>SENCo to attend the MCS training offered by The Education People</p> <p>SENCo to use the MSC to RAG rate SEN support in school</p> <p>SENCO to use the RAG rating to create a SEND action plan</p> <p>Introduction of the new Mainstream Core Standards through PDM to all teachers and support staff – to be delivered in two halves (Section 1 and Section 2)</p> <p>Create a user-friendly MCS document for teacher/TA reference including reference pages, glossaries and resources. To include annotations throughout the document</p> <p>Resource bank created for all staff on Microsoft Teams and updated regularly</p> <p>Teachers and TAs to attend staff training via PDMs with a SEND focus throughout the year (see PDM schedule).</p>	<p>AMG</p> <p>AMG</p> <p>AMG/SB</p> <p>AMG</p> <p>AMG</p> <p>SB</p> <p>AMG/SH/LM All teaching and support staff</p>	<p>Staff will feel confident in supporting all needs and abilities in class</p> <p>Staff will be confident in knowing when and where to seek further advice and support for individual children</p> <p>Identified children with SEND and PP will attend specific and targeted interventions addressing areas of need</p> <p>Children with PP and SEND will make expected progress within an intervention</p> <p>PP with SEND children to make steps of progress from their starting points</p> <p>Case studies show improved outcomes for key children against individual targets</p>	
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		<p>Training programme to be devised to ensure all recommended training in the MCS is addressed over an 18month period.</p> <p>Rating and feedback for each training session to be collected by staff.</p> <p>Staff CPD folder created on Teams with training, resources and register for each session. This is available to all staff.</p> <p>SEND referral forms to be adapted to reflect the new MSC.</p> <p>SEND observations to refer to the MCS where appropriate – highlighting good practise and areas for development</p> <p>Intervention impact will be collated and measured through Edukey</p>	<p>SENCO's</p> <p>All teaching and support staff</p> <p>AMG/SB/LM/SH</p> <p>SB</p> <p>All SENCO's</p> <p>AMG/SB</p>		
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Wider Approaches- Non-Academic Support:					
<p>F. Improved parental engagement and support for PP children.</p>	<p>Parent Survey results</p> 	<p>Use of Dojo for communication</p> <p>Check-in calls to support remote learning</p> <p>Increased information – remote learning leaflets, weekly newsletters, informational videos, website, social media</p> <p>FLOs supporting attendance</p> <p>OU/UKLA Reading group (SH/SG) with a focus on increasing reading engagement at home.</p> <p>‘Chatty bags’ in Reception</p>	<p>SLT SH/SG Wellbeing Team</p>	<p>Improved communication between school and home</p> <p>Increased attendance and punctuality</p> <p>Improved progress and attainment for PP children</p>	<p>£2,580 Wellbeing calls during remote learning</p> <p>£16,087.50 Attendance monitoring</p> <p><b>Sub-total: £18,667.50</b></p>
<p>G. To develop knowledge of ‘cultural capital’ to prepare PP children for their future successes.</p>	<p>Lack of experiences due to lockdown</p> <p>Ofsted focus linked to research</p>	<p>Swimming/Music Lessons</p> <p>Links to community</p> <p>Visitors</p> <p>Extra-curricular clubs</p> <p>Art projects</p> <p>Curriculum offering</p> <p>Development of outdoor areas:</p> <ul style="list-style-type: none"> <li>- EY outdoor area</li> <li>- Y1 &amp; Y3 areas</li> </ul> <p>Designated Forest School area</p> <p>Multi-cultural and diverse texts</p> <p>Culturally diverse celebration menus</p> <p>Additional EYFS and KS 1 NEST space to enable PP pupils to succeed in an environment that nurtures academic and social success</p>	<p>SLT Teaching Team Support staff Site team</p>	<p>Values that the children bring are celebrated, included cultures, languages and traditions.</p> <p>Enrichment map demonstrates wider opportunities</p> <p>Enriching and engaging curriculum offer</p>	<p>£15 000 Towards staffing, infrastructure, resources</p> <p><b>Sub-total: £15,000</b></p>
<b>Total Budgeted Cost</b>					<b>£164,876.06</b>

Previous Academic Year 2019-20 PP Strategy Review of Expenditure  
 (Review September 2019 to March 2021)

Action	Provision Green – continuing to embed / some impact Yellow – beginning to embed Red – not yet started (The RAG rating will also indicate our next steps.)
To provide specific and high-quality Teacher and TA led interventions for targeted PPG Pupils.	Targeted interventions as identified from data and pupil progress analysis. Each year group to have their own particular focus based on their team targets. Please see performance management team targets.
To provide targeted intervention groups across all Year Groups for identified PPG Pupils to accelerate progress and raise attainment following reviews at Pupil Progress Meetings.	<b>Year R</b> Voices for Choices Individual Language Screening Individual Speech Screening Speech and Language intervention following Speech Links Screening Listening and Attention focus Additional Phonics groups Clever Hands and Clever Fingers to improve fine motor control Lego Play to aid effective communication and promote language Social Skills intervention Fizzy to aid gross motor skills Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day Managing Feelings Group to ensure children can focus on learning Support from STLS  <b>Year 1</b> Voices for Choices The Nest group for Year 1 focusing on early writing and number skills Support across the school for Attachment Aware Trauma Informed (AATI) Serenity Speech and Language intervention following Speech Links screening for all Listening and Attention focus Additional Phonics groups

Reinforcement of Phonics in preparation for Phonics Screening  
Clever Hands and Clever Fingers to improve fine motor control  
Lego Therapy to aid effective communication and promote language.  
Social Skills intervention  
Fizzy to aid gross motor skills  
Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day  
Managing Feelings Group to ensure children can focus on learning  
1:1 support to help children with specific difficulties  
Access to the Sensory Room for pupils who require a heightened sensory diet – due to Covid regulations and mixing of Bubbles, this was unable to happen  
Work alongside external agencies and professionals to ensure children receive the support they require  
Well-Being Support for children and families

## Year 2

Voices for Choices  
The Nest group for Year 2 focusing on early writing and number skills  
Support across the school for Attachment Aware Trauma Informed (AATI)  
Serenity  
Focus on those PPG Pupils retaking Phonics Screening  
Preparation for SATs for PPG Pupils through Booster Groups  
Guided Reading Groups with a focus for PP Children  
1:1 and small group Speech and Language intervention  
Clever Hands and Clever Fingers to improve fine motor control  
Lego Therapy to aid effective communication and promote language  
Social skills interventions including sanctuary play  
Fizzy to aid gross motor skills  
Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day  
Managing feelings group to ensure children can focus on learning  
1:1 support to help children with specific difficulties  
Well-being support for children and families

## Year 3/4/5

Targeted interventions as identified in Pupil Progress Meetings  
Support across the school for Attachment Aware Trauma Informed (AATI)  
Guided Reading Groups with a focus for PP children

1:1 and small group Speech and Language intervention  
Write from the Start Handwriting Programme to improve pencil control  
Lego Therapy to aid effective communication and promote language  
Social Skills interventions including Sanctuary Play as required  
Fizzy to aid gross motor skills  
Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day  
Support from STLS for individual children as requested  
The Nest to support children working towards the KS1 Curriculum  
Access to the Sensory Room for pupils who require a heightened sensory diet - due to Covid regulations and mixing of Bubbles, this was unable to happen  
Work alongside External Agencies and Professionals to ensure children receive the support they require  
Managing Feelings Group to ensure children can focus on learning  
1:1 support to help children with specific difficulties  
Well-Being support for children and families  
Serenity  
Beanstalk Reading Support  
High Frequency Spelling Group with a focus on PP  
Daily/Weekly 1:1 reading with a focus on PP  
Swimming intervention to boost confidence and self esteem around swimming. This is in addition to the Curriculum swimming lessons. - due to Covid regulations and mixing of Bubbles, this was unable to happen

**Year 6**

Specific Mathematics Support for PPG Pupils  
Targeted Writing interventions  
Targeted Reading interventions / Guided Reading Groups with a focus for PP children  
The Nest to support children working towards KS1 Curriculum  
Targeted interventions in support of SATs  
Teacher-led Booster Sessions  
Preparation for Transition to Secondary School  
Targeted interventions as identified in Pupil Progress Meetings  
1:1 and small group Speech and Language intervention  
Write from the Start Handwriting Programme to improve pencil control  
Lego Therapy to aid effective communication and promote language  
Social Skills interventions including Sanctuary Play  
Fizzy to aid gross motor skills  
Sensory Circuits for a select few to ensure they are ready to learn when they begin the school day

	<p>Support from STLS</p> <p>Managing Feelings Group to ensure children can focus on learning</p> <p>1:1 support to help children with specific difficulties.</p> <p>Well-Being support for children and families</p> <p>Serenity</p> <p>Support across the school for Attachment Aware Trauma Informed (AATI)</p>
To provide targeted Speech & Language Support for PPG Pupils.	<p>Trained Teaching Assistants to provide focused Speech &amp; Language Support.</p> <p>Each child will be assessed individually using the advice and guidance from Language Links/ Universal SALT.</p>
To enable all pupils to access enrichment opportunities.	<p>Various enrichment opportunities to be partly funded for PPG Pupils such as After School Clubs; School trips and the Year 5 and Year 6 Residential Trips as identified by the FLO and SENCO.</p> <p>Swimming Intervention to boost confidence and self-esteem.</p>
To provide enhanced family pastoral support to improve attendance and provide emotional support.	<p>Three Family Liaison Officers 5 days a week [one full time and 2 part time = equivalent to 2 full time FLOs] to support PPG Children with attendance, social difficulties and emotional difficulties to promote engagement with their learning and thereby accelerate.</p>
To provide support with attendance of persistent absentees.	<p>Annual Purchase of 'Telephone Call' System to tackle persistent absenteeism.</p>
To facilitate a smooth transition process to Secondary Education for vulnerable PPG pupils.	<p>SENCO and FLO support to help teachers prepare vulnerable PPG Pupils for Transition. Supported attendance at 'Transition Days' at designated Secondary Schools to facilitate a smooth transition process and minimise emotional stress.</p>
<b>Total expenditure £146,780</b>	