



Church Hill C. of E. Junior School

Impact of Pupil Premium Funding 2019 – 2020

NB: This report was written using the most recent information and data available prior to COVID-19 and therefore the validity of some statistics needs to be considered.

Last year, we received £78,860 in funding. For full details of how this was spent, please see the '2019-2020 PP Background and Spending' document, available on our website or via the school office. **Please see tables below showing a brief description of the provision put in place using the funding, followed by the impact.**

Target 1	Action- The Provision	Effectiveness?
To diminish the attainment and progress difference between PP and non-PP pupils.	Additional support staff to provide 'targeted in class support/feedback'.	Effective over the course of 4 years
	Specialist-Teacher led interventions	Highly Effective
	CPD- (continued) teaching practitioners how to best support vulnerable groups. Maths/ Writing/ Reading/ GPS related	Effective

EVIDENCE OF IMPACT:

End of KS2 data (**2019 due to COVID-19**) for how disadvantaged children achieved in our school vs. other pupils (non-disadvantaged) nationally- *IDSr 2019, 'For disadvantaged pupils, in 2019, 75% achieved the key stage 2 expected standard in reading, writing and mathematics, significantly above national.'*

Year 6: 20/85 PP (24%), 65/85 Non PP (76%). **It must be noted that 25% (5 pupils) of our pupil premium cohort in Year 6 were also SEN.**

	Reading	Writing	Maths	GPS	Combined RWM
Attainment-Scaled score of 100 'Expected Standard'	75% vs. 78%	85% vs. 83%	85% vs. 84%	85% vs. 83%	75% vs. 71%
Attainment-Scaled score of 110 'Higher Standard'	25% vs. 31%	30% vs. 24%	25% vs. 32%	60% vs. 41%	15% vs. 13%
Average Scaled Score	104.8 vs. 105.5	NA	105.8 vs. 106.1	109 vs. 108.8	NA
Progress Score	0.81 vs. 0.32	2.02 vs. 0.27	1.13 vs. 0.37	NA	NA

A **summary of the Spring TAG on the performance of the school's disadvantaged pupils** compared to non-disadvantaged pupils nationally is set out below. Due to the relatively low numbers of Pupil Premium children in each year group, this data should be viewed with caution. Overall trends and patterns over time help to support the school's understanding of the overall impact on how this money is spent.

	Reading		Writing		Maths				
	EXS	GDS	EXS	GDS	EXS	GDS			
Year 3- 18/82 PP (22%)	It must be noted that 22% (4 pupils) of our pupil premium cohort in Year 3 are also SEN.								
National - Non-Disadvantaged		76%	31%	83%	24%	84%	31%		
Disadvantaged	18	50%	6%	18	44%	0%	18	33%	17%



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Year 4- 11/89 PP (12%)	It must be noted that 33% (4 pupils) of our pupil premium cohort in Year 4 are also SEN.									
	National - Non-Disadvantaged		78%	31%		83%	24%		84%	31%
	Disadvantaged	11	27%	18%	11	27%	0%	11	36%	0%
Year 5- 15/88 PP (17%)	It must be noted that 27% (4 pupils) of our pupil premium cohort in Year 5 are also SEN.									
	National - Non-Disadvantaged		78%	31%		83%	24%		84%	31%
	Disadvantaged	15	53%	13%	15	53%	13%	15	73%	13%

Book Audit December 2019

- The majority of PP pupils had evidence of adult support within their books and were being challenged with appropriate tasks.
- Best practice showed challenge using mastery and blue pen interventions.

Due to **COVID-19**, we unable to test progress between Aut2 and Spring2 for our **specialist teacher-led interventions**. Data from 2018-19 evidenced that in Reading 70% of pupils maintained or increased their standardised score. On average, it increased by 4.3 standardised points. In Maths, 86% of pupils increased their test scores. On average, they achieved 7 more marks in the space of a term. Both of these progress measures marked more progress than those not in receipt of the intervention.

Pupil Survey March 2020

- 100% of pupils who attended tuition stated that it improved their understanding of the subject and allowed them to apply their skills more confidently in lesson.
- Maths was found to be the most popular subject, followed closely by Reading.
- 100% of pupils felt that the interventions in school were beneficial, especially for Reading, Writing, Maths and Grammar.
- *'Mrs x explains what do to and does it with us which builds my confidence. I prefer this style of learning to in class teaching'*.
- *'I love Maths more now!'*

Target 2	Action- The Provision	Effectiveness?
To ensure the emotional, social and personal needs of PP pupils are well developed.	Pastoral role to continue for a third year to support pupils and families who are vulnerable with behavioural, social and emotional needs.	Highly Effective
	Due to a high proportion of our PP children also being on the SEN register (18% 2019/2020), Ed Psych to assess children across the school - as identified by our SENDCo.	Effective

EVIDENCE OF IMPACT:

14 Pupil Premium pupils worked with our **pastoral role** this year and made excellent progress. Our Boxall profiles showed an increase value of **+1.2** on average in areas such as accommodating others, participating constructively, accepting constraints, connecting experiences and insightfulness. There was also a decrease in value of **-1.3** on average in areas such as self-negating, insecurities and negativism of self and others.



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2 Pupil Premium pupils were identified for assessment by the **Ed Psychologist**. As a result:

- 1 pupil has been diagnosed with Autism allowing the pupil to access Autism Outreach. This has also supported the case for an Educational Health Care Plan which will permit the school to access further provision for the pupil.
- 1 assessment has enabled the school to identify the rapid progress a pupil has made because of the interventions put in place.

Pupil Survey March 2020

- *"Mrs x helped me during Lego Therapy to talk about my feelings".*
- *"I enjoyed talking to Mrs x whilst doing some Art at the same time. This really helped me to stay calm and think about the positive things in life. I also knew her room was a safe place to go."*

Target 3	Action- The Provision	Effectiveness?
To ensure the behaviour of PP pupils is well supported during high profiles times of the day.	Extra midday supervisor assistance to support new split lunchtime - minimising the potential of behavioural and emotional disruption during this high risk time of the day	Highly Effective

EVIDENCE OF IMPACT:

2019-2020	Number of Incident	CHJS PP	CHJS Non PP
Exclusion	0	0%	0%
Seclusion	4	25% (1 child)	75%
3 Warnings Letters	37	19%	81%
Racist Incidents	2	0%	100%
Homophobic Incidents	9	0%	100%
Bullying	6	0%	100%

Target 4	Action- The Provision	Effectiveness?
To develop parental engagement and support the families of PP pupils, ensuring strong home-school links.	Homework Club – to assist families in supporting completion of homework	Highly Effective
	Parent Workshops- to support parent subject knowledge and enhance the relationship between home and school	Effective
	Life Enrichment activities for pupils, including: subs for trips and free milk.	Highly Effective

EVIDENCE OF IMPACT:

19 PP children were invited to homework club due to concerns over homework. Of these, all 19 attended regularly and now hand in high-quality work on time. This is an increase of 10% attendance from last year.



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Last year, 45% of PP pupils participated in sporting activities before or after school in comparison to 41% of Non-PP pupils. This is an increase of 4% from 2017-2018. There is no measurable comparison as a result of **COVID-19** closure of clubs.

Due to **COVID-19** we were not able to measure parents attending workshops accurately however we will continue to look at how we can continue to virtually enhance these relationships. It must be noted that we featured on Radio Leicester, BBC Central News and many social media platforms- highlighting our success in going 'over and beyond' for our pupils and parents. Feedback from our home-learning survey further demonstrated this.

In 2019-20, 17 children accessed money from the funding for 10 different reasons in total to enrich their life. This resulted in 100% of PP pupils attending trips, taking part in extra-curricular musical lessons, accessing the required learning materials and wearing correct uniform.

Pupil Survey March 2020

- 'I don't always have time to do my homework so homework club helped me get it done in time'.
- Another pupil explained that homework club helps take the pressure off her parents as home life can sometimes be busy and there are lots of distractions.
- 'I would recommend homework club to other children'.
- 'My Dad doesn't speak English so homework club really helps'
- From a sample, all pupils said that the adults at homework club gave them a high quality support which they may not have had at home.

Target 5	Action- The Provision	Effectiveness?
To increase the attendance % of PP pupils.	Education Welfare Officer to ensure children are attending school	Effective when run across a year
	Attendance Reward System to increase attendance	Effective when run across a year
	Computing equipment and software packages to engage, motivate and support the running of interventions and support families with limited computing knowledge.	Effective when run across a year

EVIDENCE OF IMPACT:

Sessions missed due to absence			Persistent Absentees (10% or more)		
NOR	School Dis Aug '19- 13 rd March '20	National 2018-2019	No. of PAs	School Dis Aug '19- 13 rd March '20	National % 2018-2019
PP: 58	7%	4.0%	11	19%	8.2

COVID-19 NB: 7 would have not been PA if we were able to implement the EWO intervention post March over time. This would have also improved the sessions missed as evidenced in the 2018-2019 impact analysis.

Conclusions

- ✓ Continue with 1:1 specialist teacher-led interventions and support in the classroom however continue to ensure this is robustly monitored



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- ✓ Continue with the Pastoral role and use of funding to access external specialists such as the Educational Psychologist
- ✓ Continue to run Homework Club and ensure funding is allocated on subsidising costs of trips and extra-curricular clubs
- ✓ Continue with the extra levels of adult supervision to manage behaviour at high profile times of the day
- ✓ Continue with the highly effective systems and provisions in place to support the attendance of pupil premium children
- In light of COVID-19, further consider virtual ways to engage parents in replace of parental workshops and use funding to support digital remote learning
- Continue to share staff best practice for PP pupils across the school through CPD

Please see a detailed breakdown of the spending for 2020- 2021 on the school website, based on these conclusions.

Date of Review: July 2020/ Date of Next Review: July 2021