

"For the toughest problems, there are no quick fixes. But used with care and commitment, the Pupil Premium is one of the best bets we have."
Sir Kevin Collins, CEO EEF

Pupil Premium 2020-2021 Impact Analysis

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Target 1: To diminish the attainment and progress difference between PP and non-PP pupils.

Increased staffing
Interventions
Teacher CPD

	Reading		Writing		Maths		Combined					
	EXS 78%	GDS 31%	EXS 83%	GDS 24%	EXS 84%	GDS 31%	EXS 71%	GDS 13%				
Year 3												
Disadvantaged	19	68%	21%	19	58%	11%	19	68%	11%	19	58%	5%
Year 4												
Disadvantaged	15	40%	7%	15	53%	7%	15	40%	13%	15	20%	7%
Year 5												
Disadvantaged	10	50%	20%	10	20%	0%	10	40%	10%	10	20%	0%
Year 6												
Disadvantaged	14	93%	14%	14	64%	0%	14	86%	14%	14	50%	0%

National research reports found, 'All year groups have experienced a learning loss in reading. In primary schools these were typically between 1.7 and 2.0 months. The learning losses in mathematics were greater; on average, pupils in primary schools have experienced a learning loss of just over three months. Schools with high levels of disadvantage have experienced higher levels of loss than other schools' June 2021



PP Progress (Baseline- Sum2)

	Reading	GPS	Maths
Year 3 (18 pupils) (1 abroad)	Average StS progress: 6 (-7 - 17)	Average score progress: -4 (-12 - 5) change in tests	Average StS progress: 6 (-6 - 17)
Year 4 (14 pupils) (1 abroad)	Average StS progress: 2 (-11 - 21) 1 child	Average score progress: 9 (-11 - 20) 1 child	Average StS progress: 7 (-3 - 21)
Year 5 (10 pupils)	Average StS progress: 9 (-6 - 30)	Average score progress: -4 (-14 - 13) change in tests	Average StS progress: 5 (-3 - 12)
Year 6 (14 pupils)	Average SS progress: 8 (3 - 23)	Average SS progress: 9 (2 - 15)	Average SS progress: 7 (4 - 18)

Increased
staffing

Interventions

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Target 2- To ensure the emotional, social and personal needs of PP pupils are well developed.

- ▶ A selection of Boxall Profiles belonging to Pupil Premium pupils who work with our pastoral team were analysed. These showed an increase in pupil resilience and emotional security. There was also evidence of strengthening friendships and social circles.
- ▶ 3 of our PP pupils have benefited from Educational Psychologist reviews. For 1 pupil it has facilitated continued top up funding and put x onto the autism pathway. For 1 pupil it has helped apply for an EHCP. For 1 pupil it has supported a diagnosis of dyspraxia.
- ▶ Fiver Challenge: 4 of the highest earners were PP pupils making profits of up to £250 per business (enterprise)

ELSA

Pastoral Team-
4 members

Ed Psyc



So what do our PP pupils have to say?

- ▶ 94% of pupils said they enjoyed school
- ▶ The aspect they enjoyed the most was seeing friends, followed by learning a subject
- ▶ Computing was the most popular subject, following by Art and then Maths
- ▶ 44% said their preferred style of being support was alongside the whole class, 34% said small groups outside of the class, 14% said small groups within the class and 8% said 1:1
- ▶ 64% of pupils knew what their targets were. *36% of pupils didn't*
- ▶ Most children felt they were making most progress in Maths when given the choice between Reading, Writing and Maths
- ▶ 94% could identify how they are being supported by the school

If I have worry there's always someone to speak to.

They help me stay on track with my medication

School helps me and my mum because my Mum gets a rest and I get school work



Target 3- To ensure the behaviour of PP pupils is well supported during high profiles times of the day.

2020-2021	Number of Incidents	CHJS PP	CHJS Non PP
Exclusion	0	0%	0%
Seclusion	10	10%(1)	90% (9)
3 Warnings Letters	20	20% (4)	80% (16)
Racist Incidents	2	50% (1)	50% (1)
Homophobic Incidents	3	33% (1)	66% (2)
Bullying	0	0%	0%



Target 4- To develop parental engagement and support the families of PP pupils, ensuring strong home-school links.

- ▶ Periods of home learning- 100% of PP pupils either accessed learning from home via the VLE OR they were invited in to school. 1 pupil was provided with CGP books. Welfare calls also took place weekly for those PP pupils home-learning. 1 hard-to-reach pupil was put on the PP register during the Jan lockdown
- ▶ We have subsidised the cost of our Computers for Children by 20%. 19% (11/58) PP pupils have purchased a laptop
- ▶ We were a collection point for food parcels during the lockdown in which 5 PP pupils accessed the service
- ▶ Every child in receipt of FSM during the pandemic received their meal or a voucher
- ▶ £1407 was used to ensure 12 pupils went on their residential

Homework club- didn't run

VLE

Life Enrichment



When asked, 'How did the school support you and your family during the pandemic?', the following comments were made:

They provided me with a laptop

They let me come in to school

They gave us hand gel and wiped everything down

They taught us online on TEAMS

They rang my Mum

They kept us safe

They gave us routine



Target 5- To increase the attendance % of PP pupils.

- ▶ National: 88% of pupils eligible for free school meals (FSM) in state-funded schools were in attendance on 12 May, down from 89% on 5 May.
- ▶ CHJS: 97.3% of pupils eligible for free school meals (FSM) were in attendance on 12 May, up from 93.3% on 5 May.

The figures for week 26/3 to 15/4 are

- ▶ National: Attendance of pupils eligible for free school meals (FSM) was 90%
- ▶ CHJS = Attendance of pupils eligible for free school meals (FSM) was 96%



Blue Sky Thinking- Vision

- ▶ 3 Year Strategic Plan 2021- 2024 to commence next year
- ▶ **Strategy Statement 2021-2022** (changes to what must be publicised)

Tiered Approach

1. Teaching
2. Targeted academic support
3. Wider strategies



Key Principles

1. Schools can make a difference
2. Evidence can help
3. Quality teaching helps every child
4. Support middle and high attainers too
5. Implementation matters- less is more