

CHJS 3-year Pupil Premium Strategy



SUMMARY INFORMATION			
Pupil premium strategy	Church Hill C of E Junior School (Manisha Sudera)		
CURRENT PUPIL INFORMATION [2021]			
Total number of pupils:	326	Total pupil premium budget:	£76,665
Number of pupils eligible for pupil premium:	56 (17%)	Amount of pupil premium received per child:	£1,345

COHORT INFORMATION FOR PP CHILDREN (2021) <i>POTENTIAL BARRIERS</i>		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	20	43%
Girls	26	57%
SEN support	6	16%
EHC plan	0	0%
EAL	7	14%

Assessment data

END OF KS2

	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

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

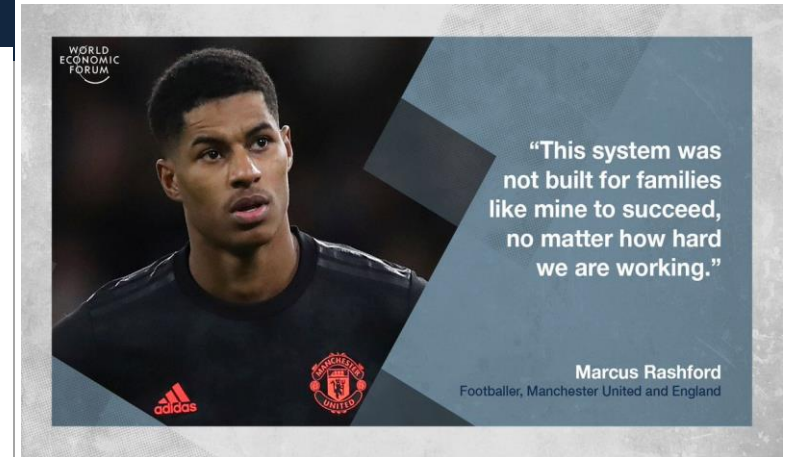
Year 6: 20/85 PP (24%), 65/85 Non PP (76%). It must be noted that 25% (5 pupils) of our pupil premium cohort in Year 6 were also SEN.

OTHER DATA FOR PP CHILDREN (2021) POTENTIAL BARRIERS

Look at:	Information	Barriers to overcome
Attendance data	95% vs 97% (non PP) as of 2.3.21	7 children currently working directly with EWO
Behaviour data	37 3-warning incident letters last year. Only 19% from PP pupils. 1 seclusion was a PP child.	Ensure those pupils within 19% do not repeat the same behaviours
Safeguarding referrals	4 children currently known to social services 19 with historical concerns logged	Liaising with support networks and the families Mental and physical health

LONG-TERM PLAN PRIORITIES (3-YEAR TIMESCALE):

- 1) **TO ENSURE PUPILS ARE EQUIPPED WITH THE APPROPRIATE LEVEL OF KNOWLEDGE AND SKILLS IN ENGLISH AND MATHS BY THE TIME THEY LEAVE KS2**
- 2) **TO ENSURE ELIGIBLE PUPILS ACCESS EXTRA-CURRICULAR ENRICHMENT ALLOWING THEM TO GAIN EXPOSURE TO INTERESTS, HOBBIES AND TALENTS THEY HOLD (WITH A FOCUS ON SPORTS, MUSIC, ARTS AND ENTERPRISE)**
- 3) **BUILD THE SCHOOL'S PASTORAL TEAM TO ENSURE SUPPORT EXTENDS FURTHER TO THE FAMILY AND COMMUNITY, CREATING A UNIQUE RELATIONSHIP BASED AROUND THE SOCIAL, EMOTIONAL NEEDS OF THOSE CLOSEST TO THE PUPIL AND THE CHILD'S MENTAL WELFARE**



PRIORITY 1

Member of staff responsible: Manisha Sudera, Alix Shreeve, Rachel Saxton, Ed Holland, Simon Lamming, Kate Kite, Brian Knifton

Strategy	What would success look like?	Resources to consider
1. Quality first teaching	All PP children leave KS2 in line with National all above Outstanding lessons with pupils making excellent progress in line with LIP Research led classroom practice Sharing of excellent practice	CPD for teachers New English/ Maths scheme of work Time for research Time for coaching
2. Targeted in class support	Careful monitoring of attainment and progress to identify those needing targeting and in what area(s)- with attention to next 2 cohorts coming up from CHIS due to COVID-19 school closures Support staff in every classroom with a clear focus	Assessment resources Time of pupil progress meetings Support staff
3. Wave 3 intervention	Highly skilled support staff who are able to deliver research-led interventions for the areas of need	CPD for support staff with a clear strategy led by line manager

4. Access to technology	All pupils have access to technology in and outside of school Laptop scheme subsidised for PP children Children use TTRS, Spelling Shed and an online platform for reading School's VLE is further strengthened	Cost to subsidies Potential new VLE platform Subscription to online platforms
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PRIORITY 2

Member of staff responsible: Manisha Sudera, Steven Partner, Nicola Shilton, Anne Cross

Strategy	What would success look like?	Resources to consider
1. Strong extra-curricular offer available	Before and after school clubs in place for a range of sports, music and art The school's profile for this is high within the community through competitions entered alongside other schools and links with 'real-life' athletes/ musicians/ artists. This is well publicised The school is involved in running sports clubs during the Summer	Costs to run clubs including staffing Costs to enter competitions Time to organise links in community Summer club costs
2. Pupil voice and targeting	Our pupil premium leader KNOWS, HEARS and CHANNELS our PP children and their interests The PP children are given priority over the groups they would like to attend	Pupil premium leader costs Time to conduct and act on pupil voice Subsidies club costs
3. Enterprise featuring across the school within the curriculum	Through pupil voice we capture the professions our children aspire towards and build visitors linked to these in to our curriculum Once a year an enterprise week occurs e.g. linked to Fiver challenge where children can use entrepreneurial skills	Time to plan visits in to the curriculum Time to organize enterprise week



PRIORITY 3

Member of staff responsible: Manisha Sudera, Kimi Manani, Terri Stirk, Michelle Pearson, Helen Batson, Sheree Frisby, Glynys Winnett

Strategy	What would success look like?	Resources to consider
1. Highly skilled pastoral team within school	PP children have social, emotional and wellbeing support through the use of a full time ELSA and extended pastoral team This support is extended to the families through our links to Early Help/ Barnado's etc Pastoral team continue to develop through CPD so that they are skilled to run a number of interventions including Lego Therapy and Drawing & Talking	ELSA/ Pastoral team salary CPD
2. Mental Health features heavily within the curriculum	GoGivers Scheme is aligned to agenda for mental health and overseen by our PSHE coordinator The school takes part in National initiatives to support children's mental health Links to sports, music, arts as detailed above The school considers the impact of COVID-19 through use of a pandemic register and targets support appropriately	Cost of GoGivers Scheme Time for staff to plan mental health links Pandemic register
3. EWO	Attendance is in line with National or above for all pupils	EWO cost
4. Increased levels of parental engagement	Parents are actively engaged with their child's development and see the school as a pillar of support ALL parents also feel confident, comfortable and happy to approach the school with concerns, worries or issues Parent workshops/ virtual events held	Running parent workshops Time
5. Behaviour management	Behaviour is excellent across the school. Pupil's show 'active learning behaviours' and 'educational curiosity' Any poor behavior is swiftly dealt with and is not repeated Additional support at high profile times of the day such as lunchtimes	Lunchtime supervisors

All progress towards actions within Priority 1, 2 and 3 to be indicated and detailed within annual 'Background & Spending' / 'Impact Analysis' published on the school's website.