



# Minet Junior School

## Pupil premium Spending Plan

### 2020 – 2021

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for Free School Meals at any point in the last 6 years or who are looked after continuously by the Local Authority for the last 6 months). Schools receive this funding to support their eligible pupils and diminish the difference in attainment between them and their peers. It is allocated to address the current underlying inequalities between children eligible for Free School Meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it the most. As required we are publishing online information regarding the Pupil Premium Strategy that we have as a school to support the pupils.

#### Principles of the PPG

- School provision should meet the needs of all learners.
- A range of factors can be used to categorise pupils as being socially disadvantaged, including those that are eligible for free school meals or have been eligible for free school meals at any time over the last 6 years (Ever 6), forces children and looked after children (LAC).
  - Pupils eligible for free school meals sometime can have other factors that can be a barrier to learning (e.g. special educational needs).
    - The school will strive to ensure that vulnerable and disadvantaged pupils have their needs quickly identified and addressed.
    - The Pupil Premium Grant (PPG) will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- A high priority focus for spending of the PPG will relate to securing the best rates of progress for vulnerable and disadvantaged pupils.
  - A strong focus will also be placed on ensuring that our disadvantaged pupils are 'ready to learn' and have the emotional support they need.

Overview 2020-21

Total number of pupils on role	429
Total number of pupils eligible for PPG (Ever 6)	131
Amount of PPG received per pupil	£1,345
Total amount of PPG received	£197,370
Reduction in PP allowance from Local authority	Est. £20,000
Total spending available	£177,370
Total spend 2020-2021	£177,370

**The four aspects around which we have deployed Pupil Premium funding are:**

Strand 1: Learning in the curriculum – raising achievement and attainment
Strand 2: Social, emotional and behaviour
Strand 3: Enrichment beyond the curriculum
Strand 4: Attendance

**Barriers to future attainment (for pupils eligible for PP, including high ability – 33%)**

In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A. A high % of Pupils eligible for PP have identified SEND [including; speech and language difficulties, Autism Spectrum Disorder, specific learning difficulties and/or social, emotional and mental health needs].
- B. Some pupils are coming from very disadvantaged backgrounds where opportunities and experiences outside of school are limited.
- C. 88% of pupils do not speak English as a first language and need additional support to meet expectation at the end of Key stage.

**External barriers (issues which also require action outside school)**

- D. Some of our pupils eligible for PP have families who require additional support. Some of our disadvantaged pupils have complex social, financial and emotional needs.
- E. Mental Health and well-being support is needed to enable pupils to develop the life-long strategies needed to facilitate learning, build resilience and be reflective.

<b>Desired Outcomes</b>	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b> To increase the % of SEND pupils who meet the expected standard in reading, writing and maths. PP/SEND register will show provision made (provision map) for every individual pupil and monitor progress through data tracking, PP meetings, IEPs/EHCPs and the SSE cycle.	The gap between PP pupils and Non-PP pupils at the expected standard will be reduced and in-line with the NA by the end of KS2.
<b>B.</b> The school and families work in positive partnership to ensure that financial constraints do not negatively impact the pupils' opportunities to life experiences –e.g. clubs, trips, workshops, music tuition	Parents can speak to/ get advice from the family support worker so that the school can support the child/ren to participate in a range of activities outside of the curriculum/wider school life including completion of homework and access to on-line platforms available.
<b>C.</b> To deliver bespoke teaching and in class support (resourcing) to the majority of EAL pupils in stages A and B so that they can make accelerated progress and be able to access the curriculum within 12 months.	80% of Stage A and B pupils will be able to access the curriculum in class within 12 months.
<b>D.</b> Access to the School's Family Support worker, specialised outside agencies and resourcing will provide financial, emotional and educational support for families.	All PP families will have guidance on accessing information, services, educational devices, training and funding to support their own and their children's development and achievements inside and outside of school.
<b>E.</b> Children to learn a range of skills and strategies through P4C and Jigsaw to support their own mental health and develop positive thinking, resilience, empathy and the ability to ask for help and recognise this in others.	An increased emotional intelligence seen in the children throughout the school socially, emotionally and educationally so they can recognise how to manage their own thoughts and feelings respectfully, as well as others.

i Teaching and Targeted support				
Objective	Implementation/Monitoring	Cost	Outcome	Impact
To improve speaking, listening and communication of pupils through delivery of bespoke programmes and 1:1 SALT interventions.	<p>Extra speech and language therapist to provide bespoke training for staff and programmes for identified pupils.</p> <p>Inclusion AHT to monitor identified pupils and liaise with SALT and analyse Language Link assessments/set programmes.</p>	£8,500	<p>Increased speech and language therapy for identified pupils, through SALT, Language Link and Elklan training.</p> <p>Bespoke training for staff to deliver speech and language strategies, assess and evaluate the outcomes.</p> <p>Speech and language advice to be given to parents and carers to support at home.</p>	TAs and our Learning mentor have had training in delivering Language Link. This has resulted in improved communication and speech and language skills. Speech and Language therapist has provided bespoke plans for parents to support at home. TAs also attend Speech and Language sessions to ensure strategies are implemented in the classroom. This will result in better access to the curriculum and improved outcomes. 32% of SEND children attend speech and language support. 15% of children in the school, who have achieved a low score in a language ink assessment are receiving language link support.
To raise attainment and 'close the gap' in Reading, Writing and Maths for all PP children in line with their peers.	<p>Teachers and HLTAs to provide 1:1 or small group tuition after school for identified pupils to close the gap with peers.</p> <p>Inclusion AHT and YGL to monitor identified pupil progress.</p>	£20,805	Data to show accelerated progress and expectations are met. The gap between PP and Non- PP is minimal throughout the school and better than NA by the end of KS2.	Before and after school booster groups are delivered by teachers in English and maths. These interventions are targeted at PP/Basic Skills children who are achieving below ARE. The gap is reducing between PP and non-PP in Maths and English. <b>(See table below).</b>

<p>To deliver EAL programmes to new arrivals to support access to the curriculum.</p>	<p>To provide small group and 1:1 support for identified new arrival/EAL pupils so that they are able to access the curriculum.</p> <p>To provide further support and resourcing for class teachers.</p> <p>Inclusion AHT and EAL lead to assess/track and monitor progress of pupils half termly.</p>	<p>£12,415</p>	<p>New arrivals are able to access the curriculum within 12 months.</p>	<p>HLTA and a TA have delivered bespoke interventions in early stage literacy and numeracy and conversation skills. Good progress is achieved and children with no English learn to speak very quickly. Out of the 9 new starters this year with no English and little English, 90% have progressed from one-to-one support with the EAL Lead, to now being in class accessing the curriculum with support (differentiation). A DfE report written by Professor S Strand and Dr Ariel Lindorff shows that research has identified that it takes learners more than six years to progress from the lowest to the highest levels of English language proficiency, it has also shown that it is only at the highest levels of proficiency that learners are able to fully access the curriculum and therefore achieve their academic potential. Our children at Minet make faster or elevated progress, on average achieving levels of proficiency within three years.</p>
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To provide personalised support and teaching for identified PP pupils with SEND to accelerate progress and close the gap with peers.	To identify PP children who also have a special educational need and provide bespoke interventions, programmes, teaching and resources to help them make excellent progress and close the gap in attainment between them and their peers.  AHT/SENDCO to track and monitor through Provision map and termly PP meetings.	£27,950	Data shows accelerated progress for all PP/SEND pupils and expectation at the end of KS2 to be in line with NA.	Termly meetings held with year leaders and support staff have enabled bespoke interventions to take place for SEN/PP students. AS This includes Language Link support for SEN//PP students to further support speech, language and communication, which has shown better progress and outcomes.
To remove barriers to learning by supporting and improving behaviour, mental health, emotional well-being and social skills.	Learning mentors to deliver a range of bespoke programmes to ensure 'readiness to learn' including sessions for growth, lego therapy, social skills sessions and drawing therapy.  Inclusion AHT and LM to assess and monitor progress. Complete progress report half-termly.	£37,420	Pupils with specific emotional and behavioural needs are supported and have strategies to help them manage emotion and overcome barriers to ensure more 'readiness to learn' in the classroom and happiness on the playground.	The Learning Mentor role has been invaluable across the school. The focus on learning behaviours has seen a significant reduction in behavioural incidents at lunchtime and during learning time. The number of other therapies such as Lego therapy, anxiety groups and social skills have increased due to the support children have needed since Lockdown.
To provide emotional support and educational strategies for parents at home.	The family support worker to provide specific programmes for parental support and development –e.g. Marlborough project, Jigsaw for Families, coffee mornings (HACS), GROW project - to identified	£14,280	Through 'early intervention' our more vulnerable PP families are supported and encouraged with parenting advice, homework, educational workshops/sessions, external support (HACS), and training opportunities	Due to Covid restrictions, we have been unable to deliver group sessions to vulnerable families; however, the Family Support worker has been meeting parents on a one-to-one basis. 71% are PP

	<p>vulnerable families to support parenting and education in the home.</p> <p>AHT and Family Support worker to assess and monitor progress. Complete progress report half-termly.</p>		<p>(ESOL) (GROW), which will enable them to positively support their children and themselves.</p>	<p>families. Strategies are given to parents on bedtime routines and behaviour. This has had a positive impact as there has been an improvement in behaviour and improved bedtime routines. This has resulted in a less stressful morning for the children and they come into school ready to learn.</p>
<p>To support pupils with anger management/behaviour/ self- esteem through bespoke mentoring programme.</p>	<p>Weekly sessions with small groups using techniques to address aggressive behaviour and anger management and self- regulation.</p> <p>Progress report to SLT every half-term.</p>	<p>£4,300</p>	<p>Improvement in playground and class behaviour for identified individuals. Coping/anger strategies being used.</p>	<p>This term, PP students have attended a bespoke external mentoring programme. Each session is one-to-one and focuses on self-esteem, anxiety and behaviour. Although this has been running for a short time this has had a positive impact on their mental health and wellbeing. Lego therapy supports children with access to learning. 50% children attending were PP. Teachers have fed back that these children have gained more confidence in lessons and are participating in class line with their peers.</p>
<p>To support pupils with complex emotional needs/trauma through Art therapy, Gardening for</p>	<p>Vulnerable PP students given strategies in dealing with mental health, resilience and emotional issues in 1:1 and small groups.</p>	<p>£5,800</p>	<p>Pupils will be more confident and able to express their emotion and needs verbally improving social behaviours, resilience and learning behaviour.</p>	<p>Although we haven't delivered Gardening for Growth and Animal Therapy due to Covid, other support has been implemented. These have been in the form of a</p>



Growth and Animal Assisted Therapy (therapy dog).	LMs and AHT Inclusion to monitor.			friendship group, and an anxiety group and an external behaviour mentor. 98% of the friendship group and anxiety group were PP. As a result children have the skills to regulate their emotions when they are feeling anxious.
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### iii Other approaches

Objective	Implementation/Monitoring	Cost	Outcome	Impact
To provide technology (laptop) for PP pupils to access the extended curriculum and complete homework.	<p>Every PP pupil to be given a laptop for home learning so that they can use the range of on-line platforms to support and extend learning outside of school – IXL, Purple Mash, White Rose, Bug Club...</p> <p>Monitoring of work by teachers to ensure completion and challenge. Overview looked at half- termly by YGL.</p>	£10,000	Access all on-line platforms offered through the school (IXL, Bug Club, Purple Mash, Education City) to support learning outside of school and 100% completion of homework.	All PP children have been provided with a laptop to use at home. This has enabled children to access the curriculum from home for lessons and homework and have access to all online platforms. During lockdown, work was monitored to ensure lessons were attended and work completed. Follow up calls made home where necessary. 94% of PP pupils were attending lessons during covid. 78% have been completing their homework. 70% are using the learning platforms such a bug club.
To provide resources that will support learning inside and outside of the classroom.	To support PP pupils with resourcing to ensure they are 'ready to learn' inside the classroom and opportunity to extend their learning and experiences outside (equipment).	£1,880	Pupils are well equipped and ready to begin lessons, clubs or peripatetic lessons.	18% PP children attend after school clubs. Each child is provided with one free club. Children are also provided with equipment packs and uniform. There is also an

				opportunity for children to learn a musical instrument.
Pupil attendance to improve and PP pupils to be in line with peers throughout the school.	Attendance officer to monitor PP attendance and work closely with the participation team to work with identified families under 90% to overcome barriers and improve attendance.	£5,820	Improve attendance of PP pupils so that it is in line with National average of 95%. Increased attendance impact on progress and attainment data.	Students are closely monitored and reviewed every two weeks. Additional panel meetings are arranged with the Participation Officer from the London Borough of Hillingdon with parents with children whose attendance is below 90%. Currently only 10% of PP students are below NA and this is due to parents going abroad during Covid-19.
To ensure a healthy start to the day by providing breakfast club for all pupils so they are 'ready to learn'.	Daily Breakfast club from 7.00am-8.30am.  Learning mentors to register, deliver and supervise breakfast club and games.	£8,500	Pupils have access to a range of healthy foods in the morning to start the day positively. Early arrival supports attendance.	50% of children who attend breakfast club are PP. This ensures children have breakfast before school and arrive to school ready to learn.
To widen extra- curricular learning opportunities through enrichment activities e.g. trips, residential, drama groups/workshops.	To provide enrichment opportunities for PP pupils by organising trips, workshops, events that enhance the curriculum and encourage first- hand life experience – e.g. Y6 Residential  DH and YGL to plan, book, risk assess and monitor impact of activities.	£8,200	Pupils benefit from first hand experiences and learning opportunities to support curriculum T&L.	Due to Covid, trips and events have not been possible to arrange, however children have had the opportunity to attend a number of workshops in school. These have included Road Safety, Earth & Us, Fire Safety, Health and Happiness, Knife Crime, Modern Slavery and online Theatre workshops.

To provide tuition and coaching by specialist staff to widen life experiences.	Pupils to have access to one free club all year to build on and gain new skills through a variety of peripatetic lessons and lunchtime/ after school clubs available – e.g. =Violin/guitar/choir, French choir, sports clubs, cooking club....  AHT to monitor registers.	11,500	Pupils will learn a new skill outside of the curriculum in either sport, language, music or the arts to impact on curriculum progress.	Due to Covid restrictions, pupils have not had access to peripatetic lessons.
Total: £177, 370				

#### PP and Non-PP breakdown – End of KS results

PP Breakdown – 46 children					
	Reading	Writing	Maths	Combined	Grammar
EXP +	74%	63%	72%	59%	74%
GD	33%	17%	24%	13%	46%

Non-PP Breakdown – 56 children					
	Reading	Writing	Maths	Combined	Grammar
EXP +	84%	75%	95%	75%	89%
GD	32%	18%	29%	18%	45%

Difference between PP and Non-PP					
	Reading	Writing	Maths	Combined	Grammar
EXP +	-10	-12	-23	-16	-15
GD	+1	+1	-5	-5	+1