



Thomas Johnson Lower School

Dream - Discover - Flourish

Pupil Premium Grant priorities and review 2020-21

The pupil premium grant is additional funding given to publicly funded schools in England to raise the attainment of identified pupils and close the gap between them and their peers.

Achievements in 2019-20

We identified the main barriers to achievement for our PPG pupils to be linked to pupils' emotional well-being; with changes in family/home circumstances causing the greatest disruption to learning (e.g relocation, housing, family breakup/bereavement, changes to income). During the Covid-19 pandemic and lockdown, some of our families faced significant challenges. We supported these pupils by recruiting staff to ensure weekly food parcel deliveries were available, as well as access to pack-up lunches whilst vouchers were being put in place. Where families found on-line learning challenging (either through lack of equipment or lack of confidence in using the technology to support their child) we continued to provide weekly hard copy packs of work.



Of the **£8180** grant, the funding was spent as follows:-

- £2500 was spent on our continuing commitment to supporting pupils' positive mental health by recognising the Emotional and Wellbeing Needs of our pupils. This included the development and training of a teacher to develop a bespoke SEMH toolkit. It included the employment of a teaching assistant to run a weekly club to build children's metacognition and self-regulation skills.
- All pupils in receipt of PPG had additional support from well qualified adults for between 2.5 hours a week to 1.5 hours a week (dependent on age) delivered primarily on a 1-1 basis, or within small group work settings. During Lockdown, PPG pupils were contacted regularly by teaching staff, and had individual learning packs produced when required (£3210)
- Pupils in LKS2 accessed a greater number of additional PE lunchtime club activities to help build communication and self-esteem (£560).
- Positive Parenting support through releasing trained staff for parent meetings and parent training sessions.
- £250 costs towards the provision of uniform, breakfast/after school club to allow parents to attend events such as Outside In etc
- Staff to be released to attend 2 day training on the "Inner Curriculum" (Neil Hawkes) (£500)

- £700 contribution towards CPOMS (robust tracking of pupils' emotional and behavioural needs) and Target Tracker (progress and attainment tracking).
- Additional free nursery sessions were offered for identified pupils on top of their existing 15 hours free childcare allowance.

Budget and priorities for forth-coming year (2020-21)

We understand the value of approaches which promote meta-cognition (the awareness and understanding of one's own thought processes) and self-regulation. We recognise the power of collaborative learning and positive proactive behavioural interventions. As a result of challenging situations during the pandemic and lockdown, we will be focusing on providing weekly opportunities to work in a small group setting, which includes both pupil premium and non-pupil premium children, called the "Butterfly Club". Here pupils will learn collaboratively how to recognise, manage and regulate a range of feelings and emotions, thus building their individual emotional well-being and positive mental health, and enabling the growth of a supportive climate with other pupils.

This year our grant is **£7820** and we have drawn up the following criteria for supporting our children in receipt of this grant, and maximising the impact.

- 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils
- An unerring focus on high quality teaching ensuring PPG have the same access to the curriculum as their peers
- An ethos of attainment for all pupils - high aspirations and expectations for all
- All PP pupils have an individual learning plan, which includes as a priority one positive emotional well-being target, as well as 2 other curriculum focus targets.
- We replace some 1:1 support with small group work to build collaborative skills.
- We provide in-depth training for all staff on chosen strategies
- We evaluate the effectiveness of interventions and make adjustments as necessary
- We have a senior leader in charge of pupil premium spending and impact

Funding will again be allocated:

- To provide staff to support disadvantaged pupils and help them meet their targets of between 2.5 hours a week to 1.5 hours a week (dependent on age) delivered primarily on a 1-1 basis, or within small group work settings. In case of lockdown, where we perceive that pupils will not be confident in accessing on-line materials, individual physical packs will be provided (c.£4788)
- To ensure those staff supporting disadvantaged pupils have training opportunities (e.g. promoting reading, mental health needs/ emotional well-being needs) some of which may be in-house training or release from class to access on-line training. (£750)
- All PP pupils are supported to achieve positive mental health with staff recognising the Emotional and Wellbeing Needs of both parents and pupils. Release of a teaching assistant to run a weekly club to build children's metacognition and self-regulation skills (Butterfly Club = £361).
- £700 contribution towards CPOMS (robust tracking of pupils' emotional and behavioural needs) and Target Tracker (progress and attainment tracking).

- Staff release time to continue the development of our SEMH toolkit.
- Access to an additional PE lunchtime club activities to help build communication and self-esteem (£1120).
- Positive Parenting support through releasing trained staff for parent meetings and parent training sessions.
- £250 costs towards the provision of uniform, breakfast/after school club to allow parents to attend events such as Outside In etc

Through our continued active support of these pupils throughout this Academic year our aim is to

- Foster high levels of self-esteem and emotional and behaviour well-being.
- Improve our levels of high attainment for pupil premium pupils, so that identified pupils achieve “expected or better” progress and continue to match the progress of non-disadvantaged pupils.

In 2018-19 our PPG pupils achieved the following outcomes. (note: pupils were not tested in 2019-20 due to the impact of Covid-19)



In Reception in 2018-19

In a cohort of 19 pupils, there were 2 pupils in receipt of PPG, one of which is SEN;

50% of Pupil Premium pupils achieved a Good Level of Development (GLD) with a combined average point score of 30.0 (compared to non-PP pupils average point score of 36.1)

In Year 1 Phonics.

There were no pupils in receipt of PPG in Year 1.

In Year 2: Of a cohort of 13 pupils, there were 4 pupils overall in receipt of the PPG, of which 2 were from service families. Of these, 2 were SEND.

	Reading		Writing		Maths	
	At or above ARE		At or above ARE		At or above ARE	
Pupil premium (2)	At + above 50%	Above 0	At & above 0%	Above 0	At & above 0%	Above 0
Service pupil (2)	100%	50%	100%	0	100%	0
Non- pupil premium (9)	100%	33%	100%	33%	100%	33%

In Year 4: In a cohort of 14 pupils, 2 were PPG, of which 1 was SEN. Both pupils joined after KS1, but progress is mapped from their starting points on entry into our school.

	Reading		Writing		Maths	
	At or above ARE		At or above ARE		At or above ARE	
Pupil premium (2)	At + above 50%	Above 0	At & above 50%	Above 0	At & above 50%	Above 0
Pupil premium (2) Progress	100% expected		100% expected		100% expected	
Non- pupil premium (100%	46%	100%	38%	92%	46%
Progress (12 matched pupils)	100%		100%		100%	

Our results look at attainment against Age Related Expectation (ARE) and look at the percentage of pupils achieving At and/or Above this expectation. The results match progress over Key Stages and look for expected and above expected progress being made