Pupil Premium Strategy & Covid-19 Catch Up Funding Plan 2020/21

School overview

Metric	Data
School name	Glebe Junior School
Pupils in school	392
Proportion of disadvantaged pupils	136 = 35%
Pupil premium allocation this academic year	Approx: £177802 C/F from 2019/20: £18446 £196248
Academic year or years covered by statement	2020 2021
Publish date	October 2020
Review date	February 2021, July 2021
Statement authorised by	Steve Watson (Headteacher)
Pupil premium lead	Vicky Spender (Deputy Headteacher)
Governor lead	Walt Greensmith (Chair of Governors)

Disadvantaged pupil progress scores for last academic year

Measure	Score – based on 2018/19 data (NA) from ASP
Reading	1.64 (0.32)
Writing	2.64 (0.27)
Maths	0.53 (0.37)

Strategy aims for disadvantaged pupils

Measure	Score – based on 2018/19 data (NA) from ASP
Meeting expected standard at KS2	RWM: 50% (71%), R: 66% (78%), W: 68% (83%), M: 61% (84%)
Achieving high standard at KS2	RWM: 8% (13%), R: 13% (31%), W: 11% (24%), M: 13% (32%)
Measure	**Activity**
Priority 1: Raise attainment in Reading to be in line with non-disadvantaged children.	Ensure all staff have clear reading targets for all children. Ensure children read to their teachers weekly. Promote reading in classrooms and around the school – see English Action Plan.

Priority 2: Raise % of children at EXS in RWM in line with non-disadvantaged children.	Increase amount of quality interventions provided to ensure catch up and accelerated progress in all subjects but with a particular focus on Reading.
Barriers to learning these priorities address:	Decoding skills Vocabulary across curriculum Access to quality texts Attendance
Projected spending	See following.

Teaching priorities for current academic year

Aim	Target (based on 2019 National Averages & Performance Management Targets)	Target date
Progress in Reading	Achieve National Progress scores in KS2 Reading (0.32) Achieve EXS in line with non-disadvantaged 75% Y6, 70% in Y4 & Y5, 65% in Y3	July 2021
Progress in Writing	Achieve National Progress scores in KS2 Writing (0.27) Achieve EXS in line with non-disadvantaged 78% Y6, 73% Y4 & Y5, 68% in Y3	July 2021
Progress in Mathematics	Achieve National Progress scores in KS2 Maths (0.37) Achieve EXS in line with non-disadvantaged 79% Y6, 74% Y4 & Y5, 69% in Y3	July 2021
Other	Attendance in line with non-disadvantaged – School Target = 97%	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1: Raise attainment in Reading to be in line with non-disadvantaged children.	Reading intervention groups Listening to readers Reduction of class sizes in larger year groups (Y3 & Y4) for English lessons (catch up funding) Lexia / Headphones Provide quality remote learning activities for children not attending – Purple Mash, Reading Eggspress High quality feedback

Priority 2: Raise % of children at EXS in RWM in line with non-disadvantaged children.	Writing & Maths intervention groups Provide quality remote learning activities for children not attending In class support am/Booster groups
Barriers to learning these priorities address Decoding skills Vocabulary across curriculum Access to quality texts Attendance	 Deliver regular quality phonics teaching: RWInc, Fast Phonics, minute a day Key vocabulary identified in each subject Guided reading and book study resources BS TA responsible for attendance checks
Projected spending	£104038

Wider strategies for current academic year

Measure	Activity
Priority 1 – maintain Social Emotional Health and Wellbeing / deliver a wide curriculum	Review the PSHE curriculum to incorporate SEHWB. Wide and exciting curriculum offer: Wider Opportunities Divergent Drama Workshops Trips and visits Residentials ArtsMark/Arts Award activities Involvement in physical activities and leadership eg: Chang4Life Leaders and Mini Leaders Offer range of pastoral support: Forest School Me Time LEGO Club
Priority 2 – develop resilience	Develop resilience through Growth Mindset

	Embed Kagan Structures Embed The Glebe Way
Barriers to learning these priorities address	Designated Behaviour Support/Attendance TA Family Resources Worker Lunchtime Play Leader Breakfast Club After School Club School uniform/PE Kits/Water bottles Transition Activities: Forest School Visits to Infants Collaboration with infants/secondary staff
Projected spending	£91694

Monitoring and Implementation

Area	Challenges	Mitigating action
Teaching	Covid-19 restrictions – eg bubbles, timetabling, staff and child absence, online learning provision CPD Engaging hard to reach families	Boxhalls Intervention monitoring Academic data Time given/SM/INSET Designated roles
Targeted support		
Wider strategies		

Review: last year's aims and outcomes

Aim	Outcome
Close the gap in attainment and progress between disadvantaged and other.	Spring data prior to school closure due to Covid-19 indicated that disadvantaged children had made good progress from the baseline Autumn data.
Detailed understanding of accountability, delivery and outcomes of interventions.	Comprehensive provision maps and intervention tables in place along with individual pupil plans to detail interventions updated in Spring Term prior to Covid-19 closure.
Develop concentration/resilience and improve behaviour and attendance of disadvantaged children.	Growth Mindset/Kagan Structures/Glebe Way evident in lesson observations and

in general behaviour around school up to Covid-19 closure.

Covid-19 Catch Up Funding

Approximately: £31120 which has contributed to:

Reduce class sizes in Y3 & Y4 for English Lessons
Additional TA to support in 4th groups
MyOn
Academic Mentors
Ipads x 2 sets + trollies
Additional TA Hours
Senco additional time
National College CPD