



Cam Woodfield Junior School's Pupil Premium Action Plan 2019-2020

Pupil Premium Profile

Number of pupils in the school: 175	Number of eligible pupils: 41 (23%) updated Sept 2019	Total pupil premium budget: 47,520 based on 36 pupils eligible (January census 2019)	Amount per pupil: 1,320	Gender 41% Girls (17/41) 59% Boys (24/41)
Term of Birth (Rounded to the nearest %) 22% Spring 54% Summer 25% Autumn	Year Group (Rounded to the nearest %) Y4= 22% 9/41 Y5= 29% 12/41 Y6= 22% 9/41 Y3= 27% 11/41	% of pupils that are also SEND 39% (16/41)	Date of Review: February 2020	Final Review: July 2020

Summary

- Pupil Premium Grant has been used to support the academic, behaviour and emotional interventions within the school as well as giving eligible pupils the opportunities in and outside the classroom.
- The school is situated in an area that is in the highest 10% deprivation in Gloucestershire and 20% Nationally.
- 54% of pupils who are eligible for Pupil Premium are summer born.
- Over the last year there has been real success on how the school has mapped out pastoral provision to support pupils whose barrier to learning is both behaviour and emotional needs. Using such programmes as the Thrive programme and Lego Therapy, has helped pupils to reengage with learning and considerably reduce the number of behaviour and emotional incidents.
- The school still needs to work upon narrowing the gap between pupils eligible for Pupil Premium Grant and Non – Eligible Pupils, in both English and maths outcomes, and this trend is across the school.

The following action plan highlights the school's intention to address these issues but also understands how important it is to give pupils opportunities and support alongside their peers, making sure that being categorised as a group, does not become a barrier in itself.

The aim of this action plan is to achieve the following:

- Reduce attainment gap between the school's PP pupils and others nationally by 10 percentage points in KS2 Results.
- Raise the progress for Pupil Premium Grant eligible pupils, in relation to their KS1 starting points.
- Pupil Premium funding is deployed effectively to support and raise standards for eligible pupils – impact is demonstrated both in academic and pastoral outcomes.
- Pupils eligible for Pupil Premium Grant demonstrate an enjoyment for learning.
- Pupils eligible for Pupil Premium Grant demonstrate confidence and self-esteem.
- Pupils eligible for Pupil Premium Grant are aspirational in their thinking and self-aware of their talents.



Current Attainment

	Pupils Eligible for Pupil Premium Grant	Pupils Not Eligible for Pupil Premium Grant
Y6 (2019) % reached the expected standard in Reading, Writing & Maths.	Reading 40%, Writing 50%, Maths 40%	Reading 69%, Writing 78%, Maths 73%
Y6 (2020) % reached the expected standard in Reading, Writing & Maths in Y2 KS1 SATs.	Reading 63%, Writing 38%, Maths 38%	Reading 72%, Writing 46%, Maths 59%
New Y3 cohort reached the expected Y2 KS1 SATs standard in Reading, Writing & Maths Summer 2019.	Reading 55%, Writing 55%, Maths 64%	Reading 78%, Writing 67%, Maths 67%
Whole School % objectives secure in Reading, Writing & Maths Summer 2019 (current Y4 – Y6.)	Reading 54%, Writing 37%, Maths 40%	Reading 71%, Writing 62%, Maths 65%



Actions	Outcomes and success criteria	Owner	Milestones	Completed	Review date
TAs Delivering Phonics screening in Y3.	<ul style="list-style-type: none"> - Identify pupils who still lack phonological awareness in Y3. - Interventions in place to support pupils who struggle with decoding and fluency in reading - Reduce the number of children entering year 4 + with poor phonics knowledge. - Pupils' decoding and fluency improves. 	English Subject Leader	Phonics training to KS2 teachers across the year groups	Sept 2019	01/12/2019
			TA training in place and screening tool used to identify pupils requiring intervention.	September 2019	
			Trained TA is identified in carrying out screening and running phonics intervention. Feeding back assessments to teacher, English SL and SENDCo	October 2019	
SLT to provision map interventions to support pupils' learning needs in Reading, Writing and Maths	<ul style="list-style-type: none"> Quality first good teaching. Teaching Assistants are trained and deployed effectively to lead interventions. Reading interventions target and improve fluency in reading – PP standards improve. Maths interventions target and improve reasoning and fluency in mathematics - PP standards improve. Writing interventions support pupils' basic skills and as a result improves the quality of writing. Accelerated progress is demonstrated by pupils attending interventions. The gap is narrowing. 	Deputy Headteacher & SENDCo	Set up provision map	Sept 2019	December 2019
			Monitor & review impact – readjust if required.	Sept 2019	Termly
			Accelerated progress is demonstrated by pupils attending interventions. The gap is narrowing.	Termly	(Termly) final review July 2020
			Teaching Assistant training in place to support high quality delivery and learning for pupils.	September – October 2019.	November 2019



A visit to The Cheltenham Literature Festival	<ul style="list-style-type: none"> Inspire and motivate reluctant Readers and Writers in the school. High quality work is generated from the visit. 	English Subject Leader	Visits to The Cheltenham Literature Festival are organised and risk assessed	Y5 & Y6 4 th October Y3 & Y4 10 th October	October 2019
Pupil & Parent Support Advisor leading Parenting Courses	<ul style="list-style-type: none"> Improved relationships with their child. Strategies for positive parenting and positive discipline. Reflect on their goals and that of the family. Promoting parental self-care. 	Parent & Pupil Support Advisor	Set up sessions and invite parents	October 2019	January 2020
			Continuation of training for new cohorts of parents to access in the summer term.	December 2020	February 2020
Pastoral Team provision mapping interventions to support pupils' emotional and behavioural needs	<ul style="list-style-type: none"> Provision map in place to address the need in the school. External professionals are sourced to provide expertise e.g. play therapy and counselling. Behavioural incidents decrease. Pupils' confidence and self-esteem improves. Emotional and behavioural needs become less of a barrier to learning. 	Deputy Headteacher & SENDCo	Assessment of need compiled and circulated to staff.	July 2019 & (new Yr3 intake)September 2019	October 2019
			External expertise in place	September 2019	January 2019
			A variety of interventions in place to address need e.g. Thrive, Lego Therapy, Canine Therapy, counselling, play therapy.	September – October 2019	January 2019



Teaching Assistants trained to hold pastoral intervention during unstructured times in the school day.	<ul style="list-style-type: none"> • Chill club in place to support pupils who struggle with unstructured times. Supports and improves: behaviour & Social skills. • Time 2 Talk in place – supports and improves: friendship issues, anxiety and social skills • Behavioural incidents decrease. • De-escalation provision in place. 	Pupil & Parent Support Advisor	Identify and target children whose trigger are at unstructured break times	September – October 2019	November 2019- ongoing throughout the year
			Identify and target children who need to have adult intervention to deal with anxiety.	September – October	November 2019 – ongoing throughout the year
			Identify and target children who need to intervention with social skills e.g. dealing with friendships	September – October	November 2019 – ongoing throughout the year
Supporting families e.g. uniform, foodbank and trips	<ul style="list-style-type: none"> • Uniform provided for eligible pupils. • Support is in place to fund educational trips / visitors • Families identified and supported with foodbank vouchers. • Families are signposted to services. 	Pupil & Parent Support Advisor	Review need by families	December 2019	
Support any eligible pupils to attend the Y6 Residential	<ul style="list-style-type: none"> • Children eligible attend the Y6 residential. • Children take part in activities and events that wouldn't normally be possible without financial support. 	Headteacher	Identify parents with Y6 pupils who need financial support.	November 2019	July 2020
Total Estimated Cost: 47,520 Review: February 2020					