



Millbrook Junior School Pupil Premium Report 2020/2021

2019/2020 Pupil Premium Spending Review

The DfE understands that due to coronavirus and school closures, it won't be possible to evaluate the impact of pupil premium for all of the 2019/20 academic year.

Instead, we will monitor and report on the grant's impact at the end of 2020/21. The report will cover the whole period between September 2019 and March 2021.

Pupil premium spending current academic year – 2020/2021

Summary Information			
Date of most recent pupil premium review:	November 2020 by Governing Board	Date of next pupil premium review:	TBC
Number of pupils eligible for pupil premium:	67	Total pupil premium budget:	£90,115.00



Strategy Statement



Strategy Statement

This academic year, 2020-21, is unlike any before. We are having to juggle logistical challenges that attend pupil and staff safety and well-being, alongside new routines and re-establishing practices that support high-quality teaching and learning. Many of our children were away from school for 6 months. Children will have had differing experiences during their time away from school. Some children will have experienced bereavement and some may live in households where circumstances have changed significantly due to family breakdown or significant loss of income. Children may have experienced a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may have particularly been the case for vulnerable children, including those with a social worker and young carers. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may show signs of more severe anxiety or depression. Others will not be experiencing many challenges and will have been keen and ready to return to school.

As a school we need to be ready to support all children to ensure a successful return to school. We will do this using a tiered approach.

Tier one - Wellbeing and attendance.

We will support children to ensure they feel safe and secure about returning to school and maintain a good level of attendance once back.

Tier Two - Improved Educational Outcomes – Quality First Teaching and equality of provision

Once children are settled and wellbeing issues have been addressed children will be ready to focus on their educational outcomes. It is hoped that the number of positive cases both locally and nationally will be greatly reduced and the school may be able to move to year group bubbles rather than class bubbles. This will enable us to return to cross-class small group teaching to maximise the support from our teaching assistants and allow us to deliver interventions more effectively. We will identify gaps in learning and ensure these are filled using support funded by the catch-up premium. Our remote learning offer will ensure children have access to quality provision and have the resources to access these.

Tier Three - Review and Improve – Educational outcomes

We will further develop and review the remote learning offer and catch-up programme following the cycle of plan, do, review.



Assessment information

End of KS2 Attainment – 2019 outcomes as there were no tests in 2020						
End off KS2 (Year 6)	PP Pupils at or above expected standard (18 pupils)	Non PP Pupils at or above expected standard (100 pupils)	Gap	PP Pupils at greater depth	Non PP pupils at greater depth	Gap
Reading	78%	73%	+5%	39%	33%	+6%
Writing	78%	83%	-5%	17%	15%	+2%
Maths	72%	77%	-5%	22%	21%	+1%
GPS	67%	78%	-11%	28%	34%	-6%
RWM combined	61%	68%	-7%	0%	8%	-8%

Attendance

Attendance 2018/2019 – (Last full year of attendance data)				
	Pupils in group	Percentage attendance	Authorised absence	Unauthorised absence
PP	80	94.8%	4.1%	1.1%
Non PP	414	96.8%	0.7%	0.7%

Barriers to Learning

Barriers to Future Attainment	
Academic barriers:	
A	Wellbeing of children
B	Gaps in maths knowledge from the previous academic year
C	Gaps in reading skills from the previous academic year

Additional Barriers	
External barriers	
D	Attendance
E	Social and economic factors impacting negatively on life experiences

Intended Outcomes		
Specific outcomes		Success criteria
A	Children feel safe and supported at school	Children requiring wellbeing support identified through use of the Boxall profile. Intervention programme in place.

B	Gaps in maths knowledge identified and a programme of support in place	Attainment for PP children increases so the attainment gap is narrowed in maths. Measured by teacher assessments, end of KS2 SATs and internal assessment data.
C	Gaps in reading knowledge identified and a programme of support in place	Attainment for PP children increases so the attainment gap is narrowed in reading. Measured by teacher assessments, end of KS2 SATs and internal assessment data.
D	Pupil premium attendance is in line with non-pupil premium attendance for the academic year 2020/2021	PP attendance improves to be at least in line with non PP pupils
E	Social and economic factors do not impact negatively on life experiences	All children have equality of access to school trips, including residential visits and after school clubs and activities. Children have access to a laptop or tablet device at home.

Planned expenditure for current academic year

Academic Year					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Fund a Family Support Worker to support families and an additional TA to support wellbeing interventions across the school	Families needing support are identified and supported or signposted to other agencies for support	Many of our children were away from school for 6 months. Children will have had differing experiences during their time away from school. Some children will have experienced bereavement and some may live in households where circumstances have changed	Wellbeing support will be delivered to all children across the school with whole school/class interventions. Class teachers will complete a Boxall profile for all PP children.	RF/LW	July 2021

	<p>All children requiring wellbeing interventions are identified and support in place</p> <p>All children feel supported</p>	<p>significantly due to family breakdown or significant loss of income. Children may have experienced a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may have particularly been the case for vulnerable children, including those with a social worker and young carers. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may show signs of more severe anxiety or depression. Others will not be experiencing any challenges and will have been keen and ready to return to school.</p> <p>The Family support worker will provide support for families in need – safeguarding issues, EHAs, signposting of services.</p> <p>The TA to support wellbeing will deliver interventions to children identified for support.</p>	<p>Children identified for wellbeing support will be referred to the Family Support Worker and interventions will be planned.</p> <p>Families requiring support identified and interventions planned or agencies signposted.</p>		
Total budgeted cost:					£42,746.30

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Gaps in maths knowledge identified and a programme of support in place</p> <p>Gaps in reading knowledge identified and a programme of support in place</p>	<p>Attainment for PP children increases so the attainment gap is narrowed in maths and reading. Measured by teacher assessments, end of KS2 SATs and internal assessment data.</p>	<p>The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.</p>	<p>Regular monitoring by Year Leaders to ensure that teaching is good or better and that good/outstanding practice is being shared regularly in year groups.</p> <p>Gaps in attainment identified through Headstart Tests, AR tests and formative assessment.</p> <p>Quality resources provided for the teaching of maths (Power maths scheme)</p> <p>Children requiring intervention identified.</p> <p>Interventions planned and delivered.</p>	<p>Year Leaders</p>	<p>July 2021</p>
Total budgeted cost:					£30,618.70

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Identify pupils with low attendance rates (less than 90%) and	Increased attendance rates for pupils eligible for PP	Attainment for pupils can only be improved if children are attending school.	<p>Half termly attendance reports monitored and shared with Headteacher.</p> <p>Letters, attendance meetings and contracts drawn up to improve attendance rates where necessary.</p> <p>Signpost support agencies and offer EHA support where necessary.</p>	Attendance Officer	Half termly
Subsidy of trips or enhancement projects (offering experiences that may otherwise be unaffordable)	Subsidy of trips or enhancement projects (offering experiences that may otherwise be unaffordable)	<p>To ensure PP children have the same access to trips, resources and experiences that all other children have.</p> <p>To ensure all FSM pupils are provided with a snack at breaktime</p>	<p>All children have equality of access to trips. Money has been provided for access to before and after school clubs, music lessons, subsidies towards residential trips etc. so children are able to access extra-curricular activities they may otherwise be unable to attend.</p> <p>Snacks have been provided for children claiming FSM</p>	Business Manager	July 2020
Total budgeted cost:					£16,750.00