

# Pupil premium strategy statement: Branston Junior Academy 2020 - 2021

## School overview

Metric	Data
School name	Branston Junior Academy
Pupils in school	160
Proportion of disadvantaged pupils	23%
Pupil premium allocation this academic year	£48,840
Academic year or years covered by statement	2019 - 2021
Publish date	April 2021
Review date	July 2021.
Statement authorised by	Rachael Shaw
Pupil premium lead	Amanda Simpson
Governor lead	Lianne Cook

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Due to Covid-19 pandemic SATS 2020 were cancelled across the UK. Internal Data shown:	
Reading	58%
Writing	58%
Maths	58%

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected or above standard at KS2 in M/R/W	50%
Please note: These figures do not extrapolate the information regarding children who are disadvantaged and who also have additional needs, including SEN (special educational needs).	

<b>Measure</b>	<b>Activity</b>
Priority 1	To minimise, as much as possible, the effects of the disruption to schooling caused by the Covid-19 pandemic on the children's emotional health through the use of trauma-informed practices and SEMH interventions.
Priority 2	To identify and target any areas in learning that have been most affected by the disruption to schooling caused through the Covid-19 pandemic.
Barriers to learning these priorities address	Ensuring all staff are mindful of the different experiences of the children within their class.
Projected spending	£28,000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve expected level for end of KS2 SEN FSM: to make good progress from starting point.	Sept 21
Progress in Writing	Achieve expected level for end of KS2 SEN FSM: to make good progress from starting point.	Sept 21
Progress in Mathematics	Achieve expected level for end of KS2 SEN FSM: to make good progress from starting point.	Sept 21
Emotional health and well-being	To ensure all children have a positive post-Covid experience.	Sept 21

## Targeted academic support for current academic year

Measure	Activity
Priority 1	All staff to share trauma-informed PSHE lessons, including those specifically purchased. Increase the hours of ELSA support available through school time. Train additional adults in the ELSA role. Train additional adults in the FRIENDS programme so that this can be implemented again. Train all TAs in 'Feelings Detectives' intervention. Purchase Easy counselling hours for the year and be prepared for ad hoc hours.
Priority 2	Children's teachers to identify areas of need and to use appropriate interventions to support this, in discussion with the SENCo to ensure that these are appropriate tools.
Barriers to learning these priorities address	Ensuring children are prepared and ready to learn and creating an ethos of 'it's ok not to be ok'. Teachers select the best tool available to address the academic needs of individuals within their class (whilst still restricted to bubbles).
Projected spending	£28,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Increased participation and access to homework activities such as regular reading, learning times tables and completing individual project work.
Priority 2	Increase aspirations – encourage the children to have high expectations of themselves and to push themselves to be the best they can be across all that they do.
Barriers to learning these priorities address	Improving children's engagement with learning as a life-long skill.
Projected spending	£3,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Teachers having sufficient time to identify individual needs and then researching the best approach to meet that need.	Deployment of TAs to conduct some assessments/ teach whilst teacher assessed. Regular time provided within whole school staff meetings for professional discussion around approach.
Targeted support	Ensuring that the TAs have time within their day to undertake interventions effectively. Ensuring that the approach/ intervention meets the need of the child.	SENCo and SLT oversee provision and redeploy or adapt TA timetables to maximise provision. Additional hours provided where necessary.
Wider strategies	Engaging the families that face most challenges.	SENCo exploring ways to engage parents and looking at offering parenting courses, advice sessions etc on-site. Working on greater collaboration with Infant feeder school in terms of PP provision.

## Review: last year's aims and outcomes (2019 – 2020)

Aim	Outcome
All staff to know who the PP children are within their class and ensure that they work to the same expectations as their non-PP peers.	All staff are aware (through cohort profiles and through meetings) of the PP children in their class. When appropriate they request additional advice/ funding. PP children are identified and used within book scrutinies and learning walks to ensure consistency of expectation.

<p>Access to high quality emotional support.</p>	<p>Natter time up and running with ELSA TA and additional hours with CASY counselling prioritised for PP children when need arose.</p> <p>During lockdown 1, families were targeted by SLT, ELSA to maintain contact and to offer as much support as possible.</p> <p>Virtual meeting held between Juniors and Secondary prior to transition. Discussion around what type of support had been provided for PP children.</p>
<p>Access to high quality literacy support.</p>	<p>IDL trial was successful with pupils (overall) making good progress on the programme. Covid-19 then prevented further access to IDL from school.</p> <p>IDL was offered to ALL families during lockdown 1 but there was very little take up despite incentives being put into place.</p>