

# Jordans School Pupil Premium Strategy Statement

1 – Summary information					
School	Jordans School				
Academic Year	2019-2020 2020-2021	Total PP budget	£6600	Date of most recent PP Review	September 2020
Total number of pupils	64 76	Number of pupils eligible for PP	5 6	Date for next PP Strategy Review	September 2020 September 2021

2 – Previous Year's Attainment			July 2019 (3 children)
	Pupils eligible for PP	Pupils not eligible for PP	
% achieving Expected standard end of KS1 reading	100% (1)	83%	
% achieving Expected standard end of KS1 writing	0% (0)	78%	
% achieving Expected standard end of KS1 maths	100% (1)	83%	
% achieving Expected standard end of KS1 science	100% (1)	100%	
% achieving Expected standard end of Year 1 reading	100% (1)	72%	
% achieving Expected standard end of Year 1 writing	100% (1)	61%	
% achieving Expected standard end of Year 1 maths	100% (1)	61%	
% achieving Expected standard end of Year 1 science	100% (1)	68%	
% achieving ELG end of EYFS reading	100% (1)	96%	
% achieving ELG end of EYFS writing	100% (1)	96%	
% achieving ELG end of EYFS maths	0% (0)	96%	

3 – Impact of previous academic year's outcomes		Impact
A	Improved attainment for children with PP	Pupils eligible for PP all made progress from starting points. Attainment was on the cusp of the expected level.
B	Children with PP have improved self-esteem and confidence	Growth Mindset has had a positive impact. Children use the phrase "I

	meaning they are emotionally ready to learn.	can't yet" and persevere with learning.
C	Good attendance rate of parents at parents' evenings.	Attendance at parents' evenings was in line with that of other parents. Attendance continues to need support and further actions. The staff team and governors are implementing strategies to support families going forwards.
D	Families are not excluded from their child attending school trips, fun events, school uniform purchases or after school club participation.	Children included fully in all wider school activities – trips all paid for, Breakfast Club paid for and book bags provided.
4 – Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A	Lower starting points to that of their peers	
B	Speech and Language barriers to learning and expression	
C	Personal Development – Healthy eating habits	
External barriers (issues which also require action outside school, such as low attendance rates)		
D	Parental support of learning at home	
E	Economic hardship	

<b>5 – Outcomes</b> (desired outcomes and how they will be measured)		<b>Success criteria</b>
<b>A</b>	Improved attainment for children eligible for PP	Pupils eligible for PP make as good rates of progress as their peers
<b>B</b>	Children can access the curriculum and express themselves fully, including evidencing knowledge in their speech and writing	ELGs are reached Age expected attainment in all areas of the curriculum
<b>C</b>	Children have good health and well-being, allowing them the energy and resilience to participate fully in all activities. Children have the best opportunity to reach academic potential.	Children know how to keep physically and mentally healthy
<b>D</b>	Parents engage with the school and know how to support their children's learning at home	Children's learning is secure and retention of knowledge high
<b>E</b>	Families are not excluded from their child attending school trips, JSA fundraising events, school uniform purchases or after school club participation.	Children included fully in all wider school activities

## 6 – Planned expenditure

**Academic Year**    **2019-2020 2020-2021** (as per government guidance during the covid pandemic, the pupil premium strategy can operate over two years)

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Improved attainment for children eligible for PP	<p>-Subject Champions to develop the wider curriculum, offering the children a rich variety of opportunities to develop their skills</p> <p>-A bespoke approach to the maths curriculum, developing fluency, problem solving and the application of skills</p>	<p>PP money to be invested in longer term change which will help all pupils.</p> <p>Research from the Sutton Trust concludes that,  <i>access to a breadth of knowledge and skills that gives them (children) cultural capital is important for social mobility</i></p>	<p>-Staff Meeting &amp; Subject Champion time will enable the teachers the time to research, collaborate and plan a wider scope of opportunities for the children</p> <p>-Resources such as musical instruments will aid the development of the whole child, including mental well-being</p>	<p>Pupil Premium lead</p> <p>All staff</p>	Half termly
<b>Total budgeted cost</b>					£1,500

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Improved attainment for children with PP	Intervention support work used as appropriate in targeted areas such as maths	1:1 Tuition/1:2 tuition has been proved to accelerate rates of progress.	Entry and exit data of intervention tracked with targets and expectations set at the start of Pupil Progress Meetings	Pupil Premium lead	At end of intervention periods – approx every 6-12 weeks.
B: Children can access the curriculum and express themselves fully, including evidencing knowledge in their speech and writing	Language Link Speech Link Programmes to screen for areas of need and to target these with 1:1 or small group interventions	Bucks Health and Speech & Language services have seen the positive impact in other counties and are backing the programme in Bucks	-2 days training for SENDCo and HLTA -Dedicated Staff Meeting to train teachers and teaching assistants, thus ensuring a consistent approach -Allocated time and space to screen effectively and to run the interventions 1:1/ 1:3 -Parent meetings to share strategies and approaches, progress made and next step planning	SENDCo  All staff	December 2019 February 2020 June 2020
Total budgeted cost					£3,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Children have good health and well-being, allowing them the energy and	Child sized cutlery and resources for school mealtimes	Health organizations and educational psychologists recommended approaches	-Liaise with school nursing team -Liaise with families -Staff Team training	SENDCo PP Lead	Half termly

resilience to participate fully in all activities. Children have the best opportunity to reach academic potential.	Adult support to coach an exposure ladder / <b>12-step hierarchy</b> approach to new foods and flavours		-Adult support to implement		
D: Parents engage with the school and know how to support their children's learning at home	-Daily informal meetings with teacher/headteacher  -Topic webs -Curriculum newsletters -Website pages including explanations, photographs of learning and suggested activities -Regular meetings and 'Book Looks' / Website Blogs & photos / Photos on Weekly Newsletter - to see and share school learning and gain ideas for supporting the learning at home	Research shows that parental support is the most important factor in children making good progress and being successful.	-Staff training on Parents as Partners  -Meeting time and resources to support the parents as partners approach to supporting, reinforcing and embedding learning	PP Lead  Class teachers	Reviewed half termly
E: Families are not excluded from their child attending	Breakfast/After School Clubs, Clubs, trips, uniform,	Parents will feel supported by the school, their children will be fully included and not	PP meetings to discuss the payment options, families to express an interest in clubs,	Pupil Premium lead - HB	July 2020

school trips, JSA fundraising events, school uniform purchases or after school club participation.	tickets etc for JSA events to be paid for my PP budget.	disadvantaged in any way by economic hardship.	communication lines kept open about economic hardship.		
<b>Total budgeted cost</b>					£2,100

7 – Review of expenditure				
Previous academic year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
A: Improved attainment for children with PP	Quality First Teaching training in differentiation and personalised learning. Embedding of new marking policy to give improved feedback to children.	Success criteria met. Strong impact on all pupils.	Continue with approach – providing feedback to children on a 1:1 basis is highly beneficial.	£1000
B: Children with PP have improved self-esteem and confidence meaning they are emotionally ready to learn.	Development of the school’s PSHE curriculum to underpin the whole curriculum – a focus on resilience, a growth mind-set.	PSHE Curriculum is having a strong impact. Families also reports that their children are happy and ready to learn.	Continue with approach. Further Growth Mindset training for staff is planned for this academic year.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether you will continue with this approach)	Cost
A: Improved attainment	Intervention support work used as	Success criteria met – children made	Continue with approach.	£1000

for children with PP	appropriate in targeted areas such as Phonics	above expected progress with intervention/focused work.	Focus on closing attainment gap.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons Learned</b> (and whether you will continue with this approach)	<b>Cost</b>
C: Good attendance rate of parents at parents' evenings, PP meetings and other school events.	Emphasis on ensuring the 'hard to reach' parents attend important meetings regarding their children.	Success criteria met. Parents received parents evening consultations – parents provided positive feedback about their child.	Continue with approach.	£400
D: Families are not excluded from their child attending school trips, JSA fundraising events, school uniform purchases or after school club participation.	Clubs, trips, uniform, tickets etc for JSA events to be paid for my PP budget.	1 family requested support in this area.	Continue with approach. Working closely with families to ensure children can attend a club if they should want to.	