

Pupil premium strategy statement

School overview

Metric	Data
School name	Dereham Church of England Junior Academy
Pupils in school	392
Proportion of disadvantaged pupils	39%
Pupil premium allocation this academic year	£199 195 (based on Jan 2020 census)
Academic year or years covered by statement	2020 - 2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Mrs Kelly Scott
Pupil premium lead	Mr Simon Dack
Governor lead	Mr Mike Ball

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Disadvantaged pupil performance for last academic year

Measure	Score
Meeting expected standard at KS2	58% (As of Spring 2020)
Achieving high standard at KS2	8% (As of Spring 2020)

Strategy aims for disadvantaged pupils for this academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average Progress scores in KS2 Reading (0). <i>Also, to 'recover' lost learning during lockdown and exceed Spring 2020 %s (57%/10%).</i>	September 2021
Progress in Writing	Achieve National Average Progress scores in KS2 Writing (0).	September 2021

	<i>Also, to 'recover' lost learning during lockdown and exceed Spring 2020 %s (57%/5%).</i>	
Progress in Mathematics	Achieve National Average Progress scores in KS2 Mathematics (0). <i>Also, to 'recover' lost learning during lockdown and exceed Spring 2020 %s (60%/17%).</i>	September 2021
Mental Health and, in turn, learning behaviours (including regular attendance) are conducive to achieving above progress measures	Most vulnerable PP pupils are Thrive assessed and/or have regular meetings with Pastoral Workers as needed. This will result in vulnerable PP pupils being better equipped to learn achieve above statistical targets.	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff, HLTAs and TAs) receive quality CPD to deliver maths curriculum effectively. This will include a focus on arithmetic and 'Mastery'.
Priority 2	Ensure that all relevant staff (including new staff, HLTAs and TAs) receive quality CPD on how to plan and deliver a sequence of writing effectively. This will include embedding and applying learnt techniques across the curriculum.
Priority 3	Up to date pedagogical practices and resources are used to support the above priorities. Understanding of these are arrived at through continued CPD.
Barriers to learning these priorities address	Regular in house training provided by knowledgeable staff addresses the lack of face to face training elsewhere. Responsibility for own CPD is also embedded in Performance Management targets means that this is not an additional 'target'. Release time for key staff (those delivering and those receiving) means that staff are not expected to provide this training in addition to directed time.
Projected spending	Total: £29 657

Targeted academic support for current academic year

Measure	Activity
Priority 1	Afternoon interventions (relating to above priorities 1 and 2) are led by trained TAs or teachers. Target PP children with gaps are identified and provide the nucleus of the group.
Priority 2	Good mental health of identified pupils is fostered through regular well-being sessions and activities with Pastoral Workers/SENCo/Deputy Head.

Barriers to learning these priorities address	Gaps in knowledge are identified through the assess and review cycle, and intervention sessions are dynamically created to address emerging needs. These can also be used as pre-teach activities for subsequent sessions. Children whose poor mental health and, in turn, learning behaviours are a barrier to learning, are supported.
Projected spending	Total: £128 089

Wider strategies for current academic year

Measure	Activity
Priority 1	Chrome books purchased for all PP children to support their learning in school and at home.
Priority 2	Attendance monitored by attendance officer. Key vulnerable pupils (persistent absence) identified.
Priority 3	Breakfast club free to PP children?
Barriers to learning these priorities address	Significant number of children do not have access to a device at home so they can use our maths programmes (or remote learning if needed). Increased hardware will mean that PP children always have access to technology in the classroom. This will be particularly helpful for writing. Poor attendance is addressed resulting in fewer gaps in knowledge.
Projected spending	Total: £39 650 (£41 691)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring time is given over to staff CPD. Also, COVID restrictions mean CPD will need to be delivered remotely or in well ventilated spacious areas.	Use of twilights or staff meetings (both directed time) for training of staff. Release time for key staff (trainers and trainees) enabled through provision of cover. SLT to ensure above is provided as well as resources and space. SLT, including subject leaders for Eng and maths, afforded release time to monitor progress.
Targeted support	Pastoral workers being able to meet with enough key children due to COVID restrictions. Space for 'dynamic' afternoon interventions to take place. Number	Individual risk assessments for Pastoral Workers to be completed. Continual monitoring of restrictions and review of practise by SLT. Because TAs will have CPD on key priorities that will address core gaps, intervention may not need to be in groups outside the classroom – ie

	of children allowed to take part (COVID Restrictions).	issues may be addressed at source. If groups are needed, interventions can only take place within class bubbles.
Wider strategies	Chromebooks may not be brought into/taken home from school. Damage to hardware. Pupils know how to access work online. Guaranteeing good attendance of PP pupils.	Contracts drawn up with parents and terms of use established. Curriculum in school addresses the skills needed to access work on line. Key purpose of Attendance officer's role!

Review: last year's aims and outcomes

Aim	Outcome (<i>Obviously, a number of key areas were curtailed by lockdown – brief summary of where we got to by lockdown</i>)
Teaching: <ol style="list-style-type: none"> 1. Handwriting and spelling 2. Target groups in class 3. Provision for SEN pupils who are also PP 4. Behaviour (inc. behaviours for learning) 5. Basic maths (inc. counting, x tables and number fluency) improved through direct teaching 	Teaching: <ol style="list-style-type: none"> 1. Handwriting = very positive. Spelling still an issue 2. Very strong and embedded 3. Still needs working on and will continue 4. Good. Regular training needed 5. Still a target through arithmetic
Targeted Support: <ol style="list-style-type: none"> 1. Interventions provided by TAs 2. Pastoral workers and life coach 3. Quality literature/purchase of books for PP 	Targeted Support: <ol style="list-style-type: none"> 1. Mixed. Didn't have time to embed. Too many different interventions running? 2. Pastoral Workers role embedded and working well 3. Did not happen
Wider Strategies: <ol style="list-style-type: none"> 1. Clubs including breakfast club 2. Enrichment activities for PP pupils 	Wider Strategies: <ol style="list-style-type: none"> 1. Breakfast club uptake grew – PP children increased attendance. Needs publicising? Other clubs stopped prior to lockdown due to lack of interest. 2. Many activities did not take place as planned for later in the school year.

Projected Spend (Total): £197 396/£199 437