

Auriol Junior School Pupil Premium Report 2020/21

Context of School:

- Auriol Junior School is a three form entry school for boys and girls aged 7-11 set in a pleasant residential area of Stoneleigh drawing children from a range of socio-economic and multi-cultural backgrounds.
- The majority of pupils come from The Mead Infant School.
- The number of pupils identified with SEN is 16%, which is above the national average. The number of pupils identified with SEN and have Education, Health and Care Plans is 5%, which is also above the national average, as we have a Specialist Centre for Hearing Impaired pupils.
- There is a strong community feeling throughout the school. We have a wide range of extra-curricular activities and clubs on offer in order for children to achieve well in sport. The profile of the performing arts has been raised through the National Young Voices Choir and the Epsom Playhouse Performing Arts Showcase.
- We are proactive in developing close links with our feeder Infant schools and secondary schools, to ensure seamless transition for our pupils.

2020/2021

PP Pupils	Year 3 (4)	Year 4 (5)	Year 5 (5)	Year 6 (14)
EAL and DAP	25% (1)	40% (2)	20 % (1)	28.5% (4)
SEN and DAP	25% (1)	40% (2)	60 % (3)	14% (2)
EAL and SEN and DAP	0	20% (1)	0	0
FSM and DAP	100% (4)	60% (3)	60% (3)	50% (7)

Current number of children on roll: 354

Percentage of pupils entitled to Pupil Premium on roll: 28 (7.91%)

Total pupils in school with SEN: 57 (16%)

Total pupils in school with ECHP: 12 (HI) and 6 (SEN) (5%)

Objectives of Pupil Premium Spending 2020-21:

School strategy is committed to improving both progress and outcomes for PP children through the provision of quality first personalised teaching, targeted researched based interventions when appropriate.

- The first key objective is to accelerate progress and improve attainment of Pupil Premium children in order to ensure that achievement of end of year targets in all subjects. **(priority 1-3 PP 3 year plan)**
- The second objective is to develop pupils' self-confidence, perseverance and emotional intelligence, so that they have a readiness to learn and the desire to achieve their very best. The aim is that all pupils to attend visits and trips (and clubs if desired). The third objective is for all pupils to develop their resilience and confidence so that they have a readiness to learn, achieve their very best and obtain a good level of well-being so that they are ready to learn. **(priority 4 PP 3 year plan)**
- Third key objective is to make provision for the significant decrease number of children eligible for pupil premium funding over the next three years. Therefore the three year plan also allows for contingency to adjust spending in line with this reduction in funding. **(priority 5 PP 3 year plan)**

In order to meet these targets, a three year action plan has been developed to allocate Pupil Premium spending appropriately and ensure maximum impact. Auriol processes ensure a thorough and careful analysis of data, both historical and current, to identify previous trends and necessary intervention, so that targets set can be precise and effective.

3 Year Pupil Premium strategy plan

SUMMARY INFORMATION	
Pupil Premium Strategy Plan	Auriol Junior School
CURRENT PUPIL INFORMATION 2019/2020 2020/2021	

SUMMARY INFORMATION

Total number of pupils:	356 (2019/2020) 354 (2020/2021)	Total pupil premium budget:	£43,560 (2019/2020) £36,960 (2020/2021) (additional £3000 for PP+)
Number of pupils eligible for pupil premium:	33 (2020/2021) 28 (2020/2021)	Amount of pupil premium received per child:	£1320 (£2300 PP+)

COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	14	50%
Girls	14	50%
SEN	8	28.5%
FSM	17	60%
HI	1	3.5%

COHORT INFORMATION

PP plus	2	7%
EAL	8	28.5%

PP PRIORITIES

LONG-TERM PLAN (3 YEAR TIMESCALE from 2019/20 onwards):

- 1. QUALITY OF TEACHING (PRIORITY 1 SDP)**
- 2. RESEARCHED BASED INTERVENTIONS (PRIORITY 1SDP)**
- 3. EARLY READING SUPPORT (PRIORITY 1 / READING ACTION PLAN)**
- 4. WELLBEING PROVISION (PRIORITY 3 SDP)**
- 5. PLANNING FOR DEVELOPMENT OF ELSA ROLE (PRIORITY 3 SDP)**

ADDED IN 2020/2021

- 6. PLANNING FOR COVID19 RECOVERY CURRICULUM AND BRIDGING GAPS. (PRIORITY 1 SDP)**

PRIORITY 1 QUALITY OF TEACHING

Member of staff responsible: SENCO / Inclusion Team / PP lead / SG / SLT / Computing Lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
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<p>To ensure DAP learners are enabled to access the full curriculum and achieve in line non PP children.</p>	<p>CPD schedule for LSAs throughout year focusing on effective guided group work.</p> <p>To embed the use of assistive technology (iPads, laptops, c-readers) within the classroom through further CPD.</p> <p>Monitoring of LSAs fortnightly and PP/Inclusion lead to support LSAs in developing further when need is identified.</p> <p>Pupil Progress meetings to be held half-termly alongside assessments to identify which children to place on interventions.</p> <p>Pupil voice for PP children.</p>	<p>SENCO / PP lead / SG / SLT</p> <p>SENCO / Computing lead</p> <p>SENCO / inclusion team</p> <p>SLT / Class teachers</p> <p>SENCO/ Class teachers</p>	<p>Ongoing – weekly</p> <p>Spring term</p> <p>Ongoing</p> <p>Termly AUT SPRING SUMMER</p> <p>Termly</p>	<p>PP lead £9000</p>	<ul style="list-style-type: none"> • All staff are aware of PP children within the classroom and appropriate personalised support and challenge is in place. • Data shows that for PP children compared to non-PP the gap in achievement is diminishing. • Class observations demonstrate children using tools independently to support their learning. • PP children are accessing learning and are engaged with school during any school closure.
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	<p>Where PP children are needing to self-isolate or are part of a school closure, class teacher to ensure that they have access to the online learning curriculum. Technology is available to lend to PP children (school ipads) and paper alternatives to be available if accessing internet is a problem. Class teachers to make contact with their PP children via phonecalls if they are not accessing Teams online learning.</p>	CTs	During closure		
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PRIORITY 2 – INTERVENTIONS

Member of staff responsible: SENCO / PP lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
<p>1. To run a targeted and efficient early intervention schedule to ensure maximum benefit for learners</p>	<p>Interventions to be tightly monitored and children selected carefully; PP children to be given priority.</p> <p>Writing / phonics / comprehension / maths interventions are running throughout the week.</p> <p>If there is a bubble closure or whole school closure, intervention groups to continue through Teams. PP children to be supported accessing Teams if needed through loan of ICT equipment.</p>	<p>SENCO / PP lead</p> <p>Year group leaders/SENCO</p> <p>Class teachers/PP lead</p>	<p>Half Termly Reviews / PPMtgs</p> <p>Aut 1 Aut 2 Spring 1 Spring 2 Summer 1 Summer 2</p>	<p>LSA intervention costs inc HLTA</p> <p>£6000</p>	<ul style="list-style-type: none"> • Entrance and exit data for all interventions indicate children are meeting the minimum expected outcome. • Interventions are tightly monitored so children’s needs are identified and addressed in a timely manner. • Pupil voice demonstrates that pupils understand their targets and are motivated to achieve them.
<p>For all Greater Depth targeted DAP pupils to meet these targets in all subjects</p> <p>2.</p>	<p>Greater Depth PP children have been identified at PP meetings and support in targeted interventions.</p>				<ul style="list-style-type: none"> • PP children are achieving GD in subjects where this target has been set.

PRIORITY 3 – READING SUPPORT

Member of staff responsible: PP Lead / Reading Lead / SENCO / Inclusion Team.

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
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<p>Continue to embed the whole school approach to supporting children that are not secure in phonics / comprehension</p> <p>To ensure the bottom 20% have reading books that are phonetically accessible to their ability</p>	<p>Reading intervention groups to run (Comprehension Express, Project X)</p> <p>Phonics screenings to be completed and then phonics intervention groups to take place.</p> <p>If children are part of a bubble closure or school closure, interventions to still run via Teams. Children to still be able to access appropriate texts for their ZPD through 'MyReader' and take quizzes to support their comprehension. Specialist books to be made available where possible to children where needed.</p>	<p>SENCO</p> <p>Class teachers</p>	<p>6 weeks review points</p>	<p>Resources comprehension express and Project X £100</p> <p>Phonics play subscription £100</p> <p>HLTA £3000</p> <p>Additional reading material £500</p>	<p>All target readers have both and AR book and phonetically appropriate reading book</p> <p>Target readers have pre teach and scaffolding in class so that they can access the wider curriculum</p> <p>Entry and exit data to show good progress for 100% of target readers</p>
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<p>Create further opportunities for PP children to read aloud during school.</p>	<p>To monitor the progress of bottom 20% and ensure that they are given the opportunity to independent read.</p> <p>Continual CPD training where needed about reading in staff meetings and LSA meetings .</p> <p>EEHS buddy reading program once a week to read with bottom 20% (When Covid restrictions are lifted)</p> <p>Reading lessons to continue via Teams during bubble and school closure</p>	<p>Reading Lead / PP Lead</p> <p>Inclusion team</p>	<p>Termly Aut Spring Summer</p> <p>Ongoing</p> <p>When restrictions lifted</p> <p>Where needed</p>	<p>Staff Costs (inclusion lead / PP lead CPD see above)</p>	<p>All PP children have had access to regular opportunities to read so that their vocabulary had widened. PP children have a love of reading and can articulate this.</p>

<p>Continue to embed our whole school approach to vocabulary so that PP children are not disadvantaged by their limited vocabulary</p>	<p>All classroom to continue to use a Vocabulary wall to introduce specific vocabulary for each lesson.</p> <p>Target readers to be given visual vocabulary aids to support their reading and understanding if lesson based vocabulary (Widget)</p> <p>All pupils to have and use their 'word collector' book to keep their learnt vocabulary in.</p> <p>All classes to have a 'Word of the Day'</p> <p>Colourful semantics successfully embedded and training to be continually updated</p>	<p>EW / SENCO</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>SENCO/Inclusion team</p>	<p>Monitor Termly</p> <p>Learning walks / word books</p> <p>Termly</p>	<p>Widget subscription £300</p>	<p>All PP children can access the wider curriculum and are not disadvantaged by limited vocabulary.</p>
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	<p>through LSA meetings and staff meetings.</p> <p>During bubble and whole school closure 'Word of the Day' to continue through teams and Widget and colourful semantics to be continued to be used in the delivery of online lessons.</p>				
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PRIORITY 4 - WELLBEING

Member of staff responsible: SENCO, Inclusion Lead, PP Lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
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<p>To ensure DAP learners are appropriately supported with their mental health and wellbeing</p>	<p>Pupils have access to our SEMH provision through an SEMH referral form. Provision includes ELSA, Draw and Talk, Individual Well being intervention, Lego therapy, Zones of Regulation groups, Young carer group.</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>ELSA training costs £570</p>	<p>PP children are ready to access learning across the whole curriculum and make good progress due to their emotional needs being met.</p>
	<p>The Wave provides targeted emotional support to DAP pupils through structured activities and adult support</p>		<p>On going</p>	<p>Behaviour support LSA £6000</p>	
	<p>New behaviour policy uses a consistent restorative justice approach.</p>	<p>SENCO/ Behaviour Lead</p>		<p>2 afternoons a week of Individual Well being support programme. £2280</p>	
	<p>Refresher training Pivotal/MAPA received.</p>	<p>SENCO</p>	<p>July 2020</p>		
	<p>Pupil premium leads and class teachers to closely monitor the wellbeing of DAP pupils through 1:1 discussions and observations and the use of the well being survey.</p>	<p>PP lead /class teachers</p>			

	<p>LSAs and teachers are trained in Zones of Regulation to help children manage and regulate their own emotions.</p> <p>During bubble or whole school closure, SEMH provision to continue through contact with the children. Class teachers to contact their class.</p> <p>Outside agencies such as CAMHS, Family Support workers and the Education Psychologist continued to be accessed during bubble or school closure by the school, and signposted to parents where appropriate.</p>	<p>Ongoing</p> <p>During closure</p> <p>Ongoing</p>			
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<p>PP pupils are able to attend trips that enhance the curriculum and wellbeing</p> <p>Develop wider curriculum opportunities for PP pupils within school day during Covid restrictions.</p>	<p>PP lead to identify costs of this</p> <p>More immersive experiences to be planned in to the curriculum due to Covid restrictions.</p>	<p>PP Leads . MM</p> <p>Year group leaders/subject leaders</p>	<p>ongoing</p>	<p>Variable costs</p>	<p>All PP children have attended all trips</p>
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PRIORITY 5 – ELSA DEVELOPMENT / (budget succession planning)

Member of staff responsible: SENCO / ELSA / PP Lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
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<p>To ensure that the school can provide high quality emotional support for PP children</p>	<p>Comprehensive SEMH provision that includes ELSA, Draw and Talk, Individual Well being intervention, Lego therapy, Zones of Regulation groups, Young carer group. Clear pathway to access this provision with an internal SEMH referral system.</p> <p>Identify additional member of staff to receive ELSA training to further enhance our provision.</p>	<p>SENCO</p>		<p>Included in staff costs</p> <p>Resources for SEMH interventions £1000</p>	<p>New Member of staff has been identified and received ELSA training</p>	<p>The school has a sustainable model for emotional support for vulnerable children .</p>
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<p>High Quality targeted ELSA support is developed, embedded across the school and sessions are running weekly. This runs alongside and in cohesion with our other SEMH provision.</p>	<p>SEMH referral forms introduced to all staff at the beginning of September 2020. SEMH team meetings to take place twice a half term to ensure SEMH provision is effective.</p>	<p>ELSA SENCO</p>	<p>September 2020</p>	<p>Included in staff costs</p>	<p>New process have been set up so that ELSA forms part of wellbeing and emotional provision</p>	
<p>Clear processes for tracking effectiveness of ELSA is embedded at Auriol</p>	<p>Use of Well Being survey results, pupil and staff voice and ELSA assessments to track effectiveness of ELSA provision. Meetings twice a half termly as an SEMH team.</p>	<p>ELSA / SG / PP Lead</p>	<p>July 2020</p>	<p>Included in staff costs</p>	<p>Systems have been set up so that effectiveness of ELSA support can be tracked and is regularly reviewed.</p>	

