Pupil Premium Strategy Statement:

Old Catton Junior School

Review 2019-2020   Strategy 2020-2021

Pupil premium strategy statement

School overview

Metric	Data
School name	Old Catton Junior School
Pupils in school	211
Proportion of disadvantaged pupils	18.95%
Pupil premium allocation this academic year	Joint allocation with White Woman Lane Junior School: £144,220
Years covered by statement	Academic Year 2019-2020 Review Academic Year 2020–2021 Strategy
Publish date	December 2020
Review date	December 2021
Statement authorised by	Ashley-Best White Executive Head Teacher
Pupil premium lead	Executive Deputy Line Manager
Governor lead	Sue Hill

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Between September 2019 and March 2020 Pupil Premium pupils were progressing broadly in-line with other pupils with similar starting points.
Writing	Between September 2019 and March 2020 Pupil Premium pupils were progressing in-line with other pupils with similar starting points apart from Year 3 where progress was less.
Maths	Between September 2019 and March 2020 Pupil Premium pupils were progressing in-line with other pupils with similar starting points. Year 6 pupils made marginally less progress and Year 3 pupils made accelerated progress.

Disadvantaged pupil performance overview for last academic year

Pupils meeting the expected standard in reading, writing and mathematics, combined	Between September and March Pupil Premium pupils were performing in-line with their cohorts.
Pupils meeting the higher standard in reading, writing and mathematics, combined	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all pupils have good reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff will focus on embedding The Power of Reading.
Priority 2	Ensure high quality, teacher and TA intervention programmes target disadvantaged pupils.
Priority 3	Inspire a love of reading.
Barriers to learning these priorities address	• Loss of time in school (due to COVID 19) and lack of engagement with remote learning has led to an increased number of children unable to access age appropriate texts. • Pupils with poor reading skills at the end of KS1 demonstrate slower progress at KS2 where they have difficulty accessing the broader curriculum. Historically, pupils on entry to Year 3 are unable to replicate the standards achieved at KS1. Narrow vocabulary and lack of exposure to high quality texts limits pupils' progress in reading and writing.
Projected spending	*Joint Spend Old Catton and White Woman Lane Junior Schools: £112,111*

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve progress in-line with their cohort at Old Catton Junior School.	May 2021
Progress in Writing	Achieve progress in-line with their cohort at Old Catton Junior School.	May 2021
Progress in Mathematics	Achieve progress in-line with their cohort at Old Catton Junior School.	May 2021
Phonics	By the end of Year 3 all pupils have a reading age in-line with their chronological age	July 2021
Other	All pupils will be fully involved in any inquiry learning.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Power of Reading: trained staff to monitor the implementation of PoR across the whole school; team teach and mentor. Inquiry Learning….focus on broadening vocabulary across the curriculum and using it in context. Inquiry Mentors continue to champion the use of inquiry across the curriculum
Priority 2	Establish intervention groups, both teacher and TA led, for vulnerable pupils falling behind. Monitor closely, the use Spelling Shed and TTRockstars. Establish intervention groups for maths run by the Norwich City Primary Stars Programme targeting pupils who would benefit from a football connection to their learning.
Priority 3	Inspire pupils through author visits, purchasing high quality texts and establishing spaces conducive to reading.

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure all pupils have relevant support with SEMH issues by training staff and parents to recognise signs of anxiety and supporting pupils to resolve their issues in a positive way. The 'Talking Mental Health' research project will address this. Involvement in research project, instigated by the school, 'Talking Mental Health'. This project aims to train some staff to deliver a programme to parents enabling them to appropriately support their children who are anxious, preventing more serious mental health issues developing. All staff will be trained to identify signs of anxiety and to understand the principles of the programme being delivered to parents. (This is being carried out in conjunction with the UEA.)
Priority 2	Supporting the emotional well-being of children as they return to full time school and the ongoing and unknown disruption to them caused by COVID-19
Priority 3	Implement the GOAL (Game Of Actual Life) intervention for all Year 6 pupils but focusing on PP pupils.
Priority 3	Improve self-esteem, develop resilience and raise the aspirations of pupils through CC1.
Barriers to learning these priorities address	• Pupils with SEMH difficulties are unable to focus on their learning, do not always enjoy school and may fail to attend. Pupils who lack the ability to emotionally regulate will be unable to consistently access learning or maintain secure relationships with staff. • Pupils lacking in self-esteem, resilience and aspiration are less likely to be fully involved with their learning; they take fewer risks; have less ambition about their future and are less likely to reach their potential.
Projected spending	*Joint Spend Old Catton and White Woman Lane Junior Schools: £51,987*

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing sufficient time for staff disseminating information to other staff Consistency of staffing Maintaining standards during remote learning	Timetable staff meeting time Additional staffing Provide supply cover
Targeted support	Teacher led intervention groups are subject to cancellation when staff are absent.	Additional staffing Ensure that intervention is rescheduled or covered by a suitably qualified TA. Increase TA capacity.
Wider strategies	Capacity of staff to support the level of need. Staff not trained at an appropriate level to support parents in supporting their children.	Increased hours of Pastoral Support. Collaboration with the YMCA to provide specialist services. Staff CPD for Parent Led CBT Implementation of SDQs to measure the impact of GOAL and CC1.

Review: last year's aims and outcomes

Aim	Outcome
Ensure all pupils have good reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff training will focus on LTE and The Power of Reading.	LTE is well established throughout the school; no end of year data is available to support teacher assessment that deeper thinking and improved articulation of thought are evident across the curriculum. The Power of Reading is established and continues to be embedded and reviewed as part of the English curriculum.
Ensure high quality, teacher and TA intervention programmes target disadvantaged pupils.	Interventions took place, academic and pastoral. The impact of these interventions was not measured due to school closure but learning behaviours have been quickly re-established following 'lockdown' because they had been so well established.
Inspire a love of reading.	Positive survey results showing pupils enjoy Guided Reading lessons, particularly listening to texts being read. Anecdotal evidence in scrapbooks demonstrates enjoyment of reading projects. Classrooms have been supplied with furniture and books to create 'book corners'

	Additional texts have been purchased, including individual books for pupils during 'lockdown' enabling pupils, with limited access to books at home, to have a choice of texts available to them.