



Chellaston Junior School

Pupil Premium Strategy 2021-22

School name	Chellaston Junior School
Number of Pupils in school	508
Proportion of disadvantaged pupils	113/508 = 22.2% Y3 (FSM) 29 Y4 26 Y5 28 Y6 30
Pupil premium allocation 2021-22	£169,705
Academic year or years covered by statement	2021-22 Review of 2020-21
Publish date	July 2021
Review date	July 2022
Statement authorised by	Alex Smythe – Head teacher Simon Fisher – Chair of Governors
Pupil premium lead	Kate Ballington
Governor lead	Jenny Burton

Disadvantaged pupils' Progress for the most recently published academic year

Published KS2 2019	CJS Score	National Disadv.	National not Disadv.	Commentary
Reading	0.9	-0.6	0.3	The CJS Reading score is well above the National Disadvantaged & National not disadvantaged.
Writing	-0.6	-0.4	0.2	The CJS Writing score is below the National Disadvantaged and considerably lower than the National not disadvantaged.
Maths	-1.0	-0.6	0.3	The CJS Maths score is below the National Disadvantaged and well below National not disadvantaged.

Disadvantaged pupils' Standards Percentage of pupils reaching the expected standard

Published KS2 2019	CJS %	National Disadv.	National not Disadv.	Commentary
Reading	81%	64%	80%	Our Reading data for Disadvantaged Pupils is well above the National percentage and is in line with National not Disadvantaged Pupils.
Writing	85%	67%	83%	Our Writing data for Disadvantaged Pupils is well above the National percentage and is in line with National not Disadvantaged Pupils.
Maths	81%	64%	81%	Our Maths data for Disadvantaged Pupils is well above the National percentage and is in line with National not Disadvantaged Pupils.
Reading, Writing and Maths Combined	67%	51%	70%	Our combined data exceeds the National Percentage and is just below the National not Disadvantaged.

There were no published results in 2020 (so there are no progress figures for 2020)

Year 6 2020 Standards	Reaching the Expected Standard	Greater Depth	Commentary
Reading	81.4% EXS+	32.7% GDS	CJS progress from 2019 has been maintained with Expected progress
Writing	73.5% EXS+	18.6% GDS	CJS progress from 2019 has dipped by 11.5%
Maths	72.6% EXS+	19.5% GDS	CJS progress from 2019 has dipped by 8.4%

There were no published results in 2021 (so there are no progress figures for 2021)

The following are from teacher assessment and nationally standardised test scores

Year 6 2021 Standards	Standardised Scores (Aut 2020)	Standardised Scores (Sum 2021)	Progress in Standardised scores	% Reaching the Expected Standard	% at Greater Depth	Commentary
Reading	97.7	97.8	+0.1	48.1	11.1	Progress from Autumn to Summer was maintained We are unable to compare this year's summer PP data to last year as we only have Teacher Assessments for the whole YG due to Lockdown. The % of PP children achieving GD in Reading is considerably higher than in Maths and Writing.

Year 6 2021 Standards	Standardised Scores (Aut 2020)	Standardised Scores (Sum 2021)	Progress in Standardised scores	% Reaching the Expected Standard	% at Greater Depth	Commentary
Writing	N/A	N/A	N/A	41.9	3.2	The % of children reaching EXS in writing is comparable with Reading for PP children but the % of PP children achieving GD in writing is much lower than Reading.
Maths	87.7	90.9	+3.2	42.3	3.8	Progress from Autumn to Summer increased by 3,2 points. We are unable to compare this year's summer PP data to last year as we only have Teacher Assessments for the whole YG due to Lockdown.

Strategy aims for disadvantaged pupils 2021-2022

	Disadvantaged Pupils		
Target Measure (for end of academic year in 2022)	Target % ¹ EXS+	Target % ² GDS	Progress target
Reading	66.7	22	0
Writing	70.4	22	0
Maths	74.1	11	0
Reading, Writing, Maths Combined	66.7	11	

¹ EXS+ (the percentage of pupils to achieve at least the expected standards)

² GDS (the percentage of pupils to achieve a 'high score' or greater depth)

Measure	Activity
Priority 1- parental engagement	To increase parental engagement. All teachers will contact PP parents (who have not attended parents mtgs) in Spring/Summer terms to give them progress update for learning, attendance, and behaviour.
Priority 2 – academic outcomes	Improving progress in Reading, Writing and Maths through: <ul style="list-style-type: none"> - Increased engagement in reading, times tables, lexia, spelling, Doodle - 'Accelerated Reader' - Enrichment of the curriculum - Providing access to high quality texts and other resources

Measure	Activity
Barriers to learning that these priorities address	Low parental engagement <ul style="list-style-type: none"> - (attendance at parents' meetings) - (support given for PP children at home or in school) Lack of books Lack of enrichment in lives
Projected spending	A £10,000

Teaching aims for 2021-22

Aim	Target	Target date
Progress in Reading	Progress in NTS reading tests – on average in each YG at least +1 SS points Progress in Phonics screen – over 15 hrs scores (out of 40) to increase for all pupils Lexia scores – children will make more than expected progress against their chronological age Accelerated Reader reading age (termly) and Frequency of reading – scores are on average at 80% for all book quizzes	July 2022 Dec 2021 July 2022 Dec 2021, March 2022 and July 2022
Progress in Writing	SW Spelling tests – SS to increase by 1 on average CJS on Track for writing – progress is greater than 0 from the end of KS1	July 2022 July 2022
Progress in Mathematics	CJS on Track – progress of greater than 0 Progress in NTS maths tests	July 2022 July 2022
Progress in Science	TAPS & Rising Stars – progress is 60% achieving Expected	July 2022

Targeted Academic Support for 2021-22

Measure	Activity
Priority 1 – Parental engagement	Parental Engagement in T&L - workshop for PP parents on Accelerated Reader
Priority 2 – academic outcomes	Improving progress in Reading, Writing and Maths – NTS, Phonics 1:1 & small group TA support, Quality First teaching
Barriers to learning these priorities address	Identified gaps in Learning in Maths and English due to SEND and parental involvement. Low parental engagement <ul style="list-style-type: none"> - (attendance at parents' meetings) - (support given for PP children at home or in school) Lack of books Lack of enrichment in lives
Projected spending	C £68428 H £2000

Wider Strategies for 2021-22

Measure	Activity
Priority 1 -parental engagement	Well-being workshops LM contact with parents Attendance (% to be at least 95.5%) PP skills workshops Signposting to support services for mental wellbeing PP Snapshot to be carried out during Spring term for teachers to identify gaps and implement support.
Priority 2 – academic outcomes	Building cultural capital through access to activities (such as trips, visits, visitors into school and equipment provided by school) Vocabulary (vocabulary Ninja, pre-teaching) ELSA Wellbeing Wednesday Assemblies
Barriers to learning these priorities address	Children's mental, physical well-being which may affect behaviour for learning. Refocus on identified children to offer further support. Lack of aspiration and access to learning opportunities in the wider world beyond school
Projected spending	B £42354 D £6013 E £6150 F £12300 G £2460 I £20000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To increase the standards of teaching in Reading, Writing and Maths	Moderation mtgs for writing with EMET CPD for teachers. Collaborative planning in the curriculum across YGs with engaging resources
Targeted support	Time/staff available to implement targeted support in areas that otherwise should be done at home (reading, times tables, Lexia, Doodle)	Increased number of ipads TA CPD. Volunteers in school to hear children read.
Wider strategies	To get PP parents to understand their role in helping to provide an all-round education	Teachers to contact parents in Spring/Summer terms to provide an update on progress. Termly mtgs with EWO to chase up attendance issues. Learning Mentor to offer support/signpost pastoral support to children and parents.

		Planned budget 2021-22		
		Budget	PPG	Notes
A	3001 - Teachers - Gross Pay	£804,651	£10,000	
B	3211 - Education Support - Gross	£41,877	£42,354	KD & JDR
C	3231 - Teaching Assts - Gross Pay	£274,374	£68,428	
D	4210 - Educational Equipment	£30,000	£6,013	
E	4270 - Pupil Support	£6,650	£6,150	
F	4280 - Visit / Trip Expenditure	£15,000	£12,300	Contributions for trips
G	4281 - Workshops-Educational	£15,000	£2,460	Workshops delivered onsite
H	4701 - Support Staff Training	£3,000	£2,000	HLTA Training
I	4999 - Capital ICT - Asset to Capitalise	£40,000	£20,000	ipads
		£169,705		

Review: Last Year's Aims and Outcomes

Aim	Outcome
Teacher/TA to support reading; provide opportunities for ICT based homework to be completed in school	<p><u>Intended Outcome:</u></p> <p>100% of PP children will read regularly to an adult if support is not given at home. 100% of PP children will have access to ICT based learning if this isn't achieved at home. Target % of PP children achieve EXS or GDS for Reading in Summer 2021</p> <p><u>Actual Outcome:</u></p> <p>100% of PP children have read regularly to an adult where support is not provided at home.</p> <p>100% of PP children had access to ICT based learning as this was our method of teaching during lockdown however, 31% of PP children did not have IT equipment to use. We were able to provide 60% of these PP children with IT equipment to access home learning. (Of the 60% only 6% didn't have IT equipment across Y4-6)</p> <p>63% of PP children achieved EXS or GDS for Reading in Summer 2021</p> <p>Y3 – 62.5%</p> <p>Y4 – 62.5%</p> <p>Y5 – 69.2%</p> <p>Y6 – 58.6%</p>
Access to a wide range of activities	<p><u>Intended Outcome</u></p> <ul style="list-style-type: none"> Swimming and Music lessons provided for all children, including PP (at least 75% of PP children will be able to swim 25m with a recognised stroke) <p>A range of extra-curricular activities offered and funded for PP children (at least 80% of PP pupils access an extra-curricular opportunity during the year)</p> <p><u>Actual Outcome:</u></p> <p>There has been no swimming due to Covid.</p> <p>All Y4 pupils (inc PP) have had a 40min music lesson for 1.5 terms. Tuition continued during lockdown for those children in school.</p>
Monitor pupil behaviour through Integrus (the school's database) and offer support to	<p><u>Intended Outcome</u></p> <p>% of PP children in the Indoor Room/Detention to fall to 18%</p>

those PP children who are regularly attend Indoor room/detention	<p><u>Actual Outcome:</u></p> <p>52.8% of PP children have been in the indoor room/refection (this figure does not inc Y3 due to CPOMS only gathering data once the funding is available)</p>
Track attendance of PP children with EWO and work with parents to increase attendance of PP children	<p><u>Intended Outcome</u></p> <p>Attendance % to increase to 95 %</p> <p><u>Actual Outcome:</u></p> <p>Attendance for PP pupils (as at 27.6.21) is 93.5%</p>

Our full Pupil Premium Strategy Statement can be found online at: <https://www.cjs.derby.sch.uk/key-information/pupil-premium/>

Any queries, questions or requests for additional support please contact: [Kate Ballington](#) (Assistant Head teacher, Pupil Premium and Inclusion Leader) by email k.ballington@cjs.derby.sch.uk or phone 01332 701460