

Pupil Premium Strategy 2020 – 2021

Pupil Premium Strategy Statement

Summary information - St. John's C of E Primary School

Academic Year	2020 - 2021	Total PP budget	£ 24,210		
Total number of pupils	104	Number of pupils eligible for PP	15	Date for next PP Strategy Review	July 2021

At St. John's School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. From September, 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants who start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

Current Attainment and Progress

Current attainment data cannot be provided from 2019 – 2020 due to the Coronavirus pandemic, where all schools closed in March, 2020. Statutory assessments did not take place in the summer 2020 and internal data was not recorded for the summer term. Therefore, we are unable to use data as a source of evidence and comparison for this Pupil Premium Strategy. However, looking at children's books, learning walks and pupil/staff voice will confirm the positive impact on teaching and learning that the previous Pupil Premium expenditure has had.

Overall Progress for Pupil Premium Children up to September 2019 – March, 2020

Overall progress of children based on assessment procedures used in school and a comparison of Pupil Premium (PP) and non-Pupil Premium children.

Data in 2018 – 2019 from 29 pupil premium pupils	Pupils eligible for PP at St. John's	Pupils not eligible for PP at St. John's
% achieving ARE in Reading in July, 2019	74%	78%
% achieving ARE in Writing in July 2019	78%	80%
% achieving ARE in Mathematics in July 2019	78%	82%

Data is significantly higher in both columns than last year due to higher expectations of teaching and learning and the consolidation of a robust assessment system, making judgements more accurate and consistent

Barriers to future attainment (for pupils eligible for PP)

In –school barriers

A	A large majority of PP pupils are also on the SEN register
B	Low levels on entry of PP pupils particularly in communication, literacy and language
C	Lack of motivation to want to persevere and succeed
D	Lockdown from March – September has resulted in a number of PP children having limited opportunities to excel additionally compared to some of their non-PP peers.

External barriers

D	A significant proportion of our pupils eligible for PP have low attendance levels for the previous academic year.
E	Parental engagement with the school and lack of parental support during the holidays
F	Some home learning environments lack support for pupils' communication and literacy skills

Outcomes (Desired outcomes and how they will be measured)

A	Improve communication and oral language skills for children across the school so that they are articulate, confident speakers	Pupils given a variety of opportunities to develop their speaking skills so that they become articulate, confident speakers.
B	Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP	Outcomes at the end of the EYFS, KS1 & KS2 in reading and writing show that all pupils achieved at least their end of year target and speaking and listening in EYFS as well
C	Provide additional support for PP SEN pupils	PP pupils on the SEN register will be provided with the appropriate provision to ensure that they achieve their targets on their IEP and the objectives that are being set for them in every lesson. As soon as targets on the IEP are achieved a new IEP is written and agreed with the parents/carers. All parents of SEN pupils sign a copy of the reviewed IEP and the new IEP with support on how to help their child
D	Higher levels of motivation and perseverance to want to succeed which will boost confidence, well-being and expectations for learning	Data shows that most able pupils are at least in line with most able pupils nationally Ongoing monitoring of pupils achieving expected levels to ensure that they are being challenged to their full potential and some of these pupils are reaching a greater depth across the curriculum. Pupils eligible for PP develop greater confidence to articulate feelings, emotions and learning in order to make accelerated progress towards ARE and Greater Depth.
E	Improve attendance of PP pupils, enabling them to be successful learners.	Reduce the persistent absence (PA) of PP pupils from 2019/20 data Pupils eligible for PP have attendance figures in excess of 96%

Planned Expenditure

Academic year 2020 - 2021

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

Quality of teaching for all

<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>	<u>End of year review</u>	<u>Impact</u>
A.Improve communication and oral language skills for children across the school so that they are articulate, confident speakers	Daily emphasis on this in the classroom, lots of different opportunities throughout the day for pupils to speak in groups or to the class. Circle time opportunities, prayer time etc	. Some pupils need targeted support to diminish differences and to have individual support matched to their needs Observations in the classroom and in public speaking situations, pupils' skills are very poor in this area.	Daily emphasis on speaking and listening skills across the school.	Class teachers/TAs HT	Reviewed in pupil progress meetings half-termly Weekly meetings with EYFS teacher	Pupils given a variety of opportunities to develop their speaking skills so that they become articulate, confident speakers.	
				Total budget	£1,000		

£1,000 - supporting the TAs in the class teaching and the intervention groups.£11,500 – TA support in the EYFS

<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>	<u>Review July 2021</u>	<u>Impact</u>
B.Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP	<p>Teachers targeting support and TAs providing interventions where needed in reading, writing and maths</p> <p>Setting for phonics and daily reading/language development in Yr.1 & 2 and start in Reception in the second half of the Autumn Term TAs & HT running intervention groups in Phonics and writing</p> <p>Supported daily one to one reading programme in Rec. daily Supported daily reading in Yr.1/2 and Yr.3/4 Home reading journals checked daily and followed up to ensure that all children are reading daily at home.</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally Some pupils need targeted support to diminish differences and to have individual support matched to their needs This approach has been shown to be effective in other schools Outcomes at the end of EYFS and Year 1 phonics screening show an improvement after setting</p> <p>Most able targeted to extend their learning</p> <p>Tracking data in the school shows that reading is a real strength of the school Overtime in the school, this has impacted on our reading results across the school</p>	<p>SLT regularly review this Groups will be tracked half-termly and assessment information analysed Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support</p> <p>Literacy Co-ordinator & HT Timetabled daily in Reception and 4times a week in Yr.1 & 2 Part of the regular monitoring schedule</p> <p>Teachers to check reading journals weekly for daily entries Half – termly assessments and tracking for all pupils</p>	HT and Assessment Co-ord.	Half-termly	<p>Please refer to the progress and attainment table completed half-termly Following pupil progress meetings, provision timetables have been agreed and implemented. Reviewed half-termly or sooner if required, as a result of this regular review, ch are making at least good progress.</p> <p>Reduction in the number of pupils being sent to Catch up Club in Yr.5/6 for not reading daily. Reduced by 25% from September, 2019 Moderation and observations in the classroom positively recognise the huge impact that Parental supported activities within each classroom has had on raising standards in reading. Reading results much improved, see data.</p>	
				SENCO	Half-termly		

C. Provide additional support for PP SEN pupils	Additional 1 – 1 support	School data shows that in year groups where PP pupils are also on the SEN register, they need to make accelerated progress to bring them in line with all pupils.	SLT regularly review this SENCO/HT will take a lead on ensuring pupil outcomes are improving and that the provision supports their needs.			<p>The SENCO has spent a lot of time reviewing IEPs and setting new IEPs with teachers and TAs to ensure that the needs of the pupils are being met. The literacy Co-ordinator and HT has supported TAs in ensuring that there is high quality teaching taking place. Majority of the pupils have achieved their targets on their IEPs as a result of them being reviewed half-termly to ensure accelerated progress is taking place.</p> <p>Many PP/SEN pupils have behavioural difficulties which is seriously impacting on the learning and taking a lot of SENCO and HT time to ensure that their needs are being met.</p> <p>The school is very effective in managing pupils with behavioural difficulties as is evident on their IEPs.& SEN files/ case studies.</p>	
D. Higher levels of motivation and perseverance to want to succeed which will boost confidence, well-being and expectations for learning	<p>SLT to identify pupils with the potential to reach a higher standard in their learning across the curriculum</p> <p>Class teachers to meet via Teams with parents of potential pupils to share ideas for supporting learning at home</p>	<p>The school data shows that we need to increase the number of most able PP pupils reaching a higher standard</p> <p>Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools</p>	Targeted support for individual pupils by TA HT and Numeracy Co-ordinator providing training for teachers and TAs, supporting with planning, teaching and assessment to ensure that it is having the maximum impact	HT Ass Co-ord. Numeracy Co-ord	Half-termly	Identified provision in place for more able pupils across the school and was reviewed half-termly, very positive impact.	

	<p>Support parents with reading books and times tables at home as some parents lack the motivation and perseverance with this.</p> <p>A variety of opportunities and strategies to boost confidence, well-being and expectations</p>	<p>Parents are key in supporting effective learning as shown by a member of research project (Sutton Trust)</p> <p>Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they read regularly with their child and complete homework</p> <p>Conversations with parents and pupils, observations</p>	<p>HT and class teachers talk to parents at beginning or end of the day about support at home</p> <p>Increase the awareness of mental health and well-being. Support for individual pupils with this both externally and internally</p>	<p>SLT & class teachers</p> <p>Mental health First aider SENCO</p>	<p>Autumn & Spring Term</p>	<p>Parent meetings on phonics via Teams have been well attended.</p> <p>At the beginning of the day parents can come and talk to the HT about support in any subject area particularly in reading, writing and maths.</p> <p>As a result of working closely with the parents, there has been an improvement in spellings, reading, times tables and homework being completed.</p> <p>Pupils and parents avail of the support that the school and external agencies has to offer.</p> <p>Improved sense of motivation and drive from pupils which is impacting on their attainment and achievement.</p>	
E. Improve attendance of PP pupils, enabling them to be successful learners.	SENCO, HT and Admin Officer to focus on PP that are PA	We know that attainment for all pupils can be improved with good attendance. Targeted families and promoting the importance of good attendance is essential to improving outcomes	<p>Tracking of attendance data</p> <p>Regular meetings with EWO</p> <p>Part of SIP – SLT regularly review this</p> <p>Governors to have a termly report to ensure clear actions are in place and attendance data is improving for PA, PP pupils</p> <p>Attendance to be discussed regularly at meetings</p>	SENCO	Reviewed weekly, meet with EWO fortnightly	<p>Real challenge with some PP pupils with SEN despite huge amount of support being put in place.</p> <p>EWO reviewing detailed action plan for attendance termly, to ensure that all actions are being implemented and having maximum impact.</p> <p>Register of vulnerable pupils for attendance, linked to this. Action plans completed for all PA pupils, reviewed weekly, for many PA pupils, illness is an issue, referral to school nurse. Medical certificates required.</p> <p>Strategies put in place this year will be embedded next year.</p>	

Total cost:£15,710- £10,110 to pay for TA and HLTA supporting pupils individually and in class for reading, writing and maths,£600 for admin officer to monitor attendance of PP pupils and £5,000 spent on SENCO to monitor and support attendance initiatives, speech and language support, mental health and well-being support, SEN support and parental support