

Pupil Premium Strategy Statement



School overview

Metric	Data
School name	St John's CE Primary School
Pupils in school	239
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£39, 315
Academic year or years covered by statement	2019-2022
Publish date	04 January 2021
Review date	01 December 2021
Statement authorised by	Claire Graham
Pupil premium lead	Claire Graham
Governor lead	Duncan Tyler

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	SUP
Writing	SUP
Maths	SUP

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	SUP
Achieving high standard at KS2	SUP

Strategy aims for disadvantaged pupils

Measure	Score
For all disadvantaged pupils in school to make or exceed nationally expected progress rates	To ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	To ensure that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on end of Key Stage 1 results.
To bring attendance of disadvantaged pupils at least in line with those nationally	To ensure disadvantaged pupils attendance reaches at least 95.8%

Aim	Target
To improve progress and attainment in reading, writing & maths for disadvantaged pupils	<p>To ensure that disadvantaged pupils meet age related expectations by the end of Key Stage 2</p> <p>To ensure strong and consistent teaching throughout the school</p> <p>To monitor progress of pupils using an effective whole school tracking system</p> <p>To create bespoke interventions which meet the needs of targeted individuals</p> <p>To deliver high-quality CPD to staff, and parents, which results in higher levels of attainment</p>

To develop levels of challenge for pupils to maximise outcome gains	<p>To deliver high-quality CPD that outlines a clear approach to levels of challenge within the class</p> <p>To carefully monitor progress and attainment of pupil outcomes, particularly those at Greater Depth</p> <p>To host targeted interventions which provide appropriate levels of challenge</p>
To promote the social and emotional wellbeing of pupils to ensure they are ready to learn	<p>To continue to identify vulnerable pupils who require social and emotional intervention (Elsa)</p> <p>To embed robust system(s) to monitor attendance and support parents</p> <p>To work reactively, in light of the Coronavirus pandemic, and support the emotional wellbeing of disadvantaged pupils</p>
Barriers to learning these priorities address	<p>Attendance – low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress</p> <p>Social & Emotional needs – in light of current Coronavirus and Lockdown restriction, this can have a detrimental impact on pupils’ mental wellbeing and result in slow gains (progress and attainment) within the classroom</p> <p>Gaps in learning - can result in pupils not meeting age related expectations in reading, writing and maths at the end of Key Stage.</p> <p>Language - in some cases, limited vocabulary and language skills can impact upon learning</p> <p>Enrichment and Experiences – pupils should be provided with additional enrichment opportunities, but examples of this will have to be carefully tailored to restrictions in place due to Coronavirus.</p> <p>Consolidation of Learning - some pupils may not engage positively with homework/home learning.</p>

Whole School Teaching priorities for current academic year

Measure	Activities	Monitoring and Implementation
<p>Priority 1</p> <p>To ensure accelerated progress within reading, writing and maths</p>	<p>Reading</p> <ul style="list-style-type: none"> • Gaps in learning identified swiftly and intervention put in place • Introduce PM benchmarking to assess reading levels • Introduce new WMAT reading assessment • Introduce Gaps analysis • To target disadvantaged pupils, using assessment data, and provide additional small group intervention to close the gap. • Embed VIPERS 	<ul style="list-style-type: none"> • English subject leaders book scrutiny/learning walks • Class teachers to work proactively with assessment to allocate additional intervention time and work alongside parents to positively engage pupils with reading • Progress and attainment of individual pupils analysed in termly Challenge and Progress meetings • Progress towards target measured in trust Raising Attainment Visits

	<ul style="list-style-type: none"> • To create a welcoming and positive environment in the new Library which promotes a sufficient level of challenge for pupils • Class teachers to provide pupils with high quality reading materials which promote high levels of challenge and link to overall themes <p><u>Writing</u></p> <ul style="list-style-type: none"> • Improve quality of marking and feedback for writing • Ensure accurate teacher judgements of writing • Ensure consistency in our approach to teaching writing by introducing a new English Handbook <p><u>Maths</u></p> <ul style="list-style-type: none"> • Further embed a Maths Mastery approach by introducing a new Maths handbook • From their different starting points, children make at least good progress in learning their times tables by year 4 • Ensure that all marking and feedback to children is having a positive impact on their learning 	<ul style="list-style-type: none"> • Introduce new marking policy and English Handbook • Increase the amount of whole school writing moderation • Introduce KPI sheets to assess independent writing • English subject leaders book scrutiny/learning walks • Progress and attainment of individual pupils analysed in termly Challenge and Progress meetings • Progress towards target measured in trust Raising Attainment Visits <ul style="list-style-type: none"> • Maths Lead, working alongside class teachers, to monitor the impact of interventions and engagement of pupil use of Times Table Rock Stars • Maths Lead to provide further CPD on Maths Mastery • Introduce data tracking system for times tables • Introduce new marking policy and Maths Handbook • Maths subject leaders book scrutiny/learning walks • Progress and attainment of individual pupils analysed in termly Challenge and Progress meetings • Progress towards target measured in trust Raising Attainment Visits
<p>Priority 2 Implement an assessment plan</p>	<ul style="list-style-type: none"> • Agree a standardised target setting process at KS2 • Establish an Assessment Calendar 	<ul style="list-style-type: none"> • All targets set use the agreed process, set targets that deliver high rates of progress and above average outcomes.

<p>that is rigorous and consistently implemented</p>	<ul style="list-style-type: none"> • Implement a testing regime that is consistent, assesses what has been taught and provides accurate performance data that supports teaching, interventions and reporting of achievement • Report all progress in a consistent manner 	<ul style="list-style-type: none"> • A calendar is in place that ensures a rigorous moderation and analysis of need across our school can take place throughout the year. Tests provide information for next steps, accurate data for teachers, senior leaders and trustees. This results in actions being taken that ensure achievement is above average in terms of both attainment and progress. • Teachers use data to plan next steps and identify who needs intervention and what that intervention should be. This results in above average attainment and positive rates of progress in all subjects. • Assessment Lead to regularly monitor, on a termly basis, progress and attainment of disadvantaged pupils and ensure that interventions are adapted to meet the needs of the children.
<p>Priority 3 To ensure summative end of Key Stage 2 results are at, or exceed, national expectations for age related expectations and progress</p>	<ul style="list-style-type: none"> • To increase capacity of adults in class to provide a more favourable staff to pupil ratio, resulting in positive progress gains • To upskill support staff with appropriate approaches and pedagogy to teaching interventions • To identify pupils who may require more targeted support on a daily basis 	<ul style="list-style-type: none"> • SLT to increase capacity of support staff across the school • Targeted interventions occur daily to support pupils reactively and proactively • Subject Leaders to provide CPD opportunities for implementing new interventions and up-to-date teaching strategies • Targeted support provided for children who are working significantly below the expected standard and require support with emotional and social development, working daily with a member of staff

<p>Priority 4 To implement appropriate levels of challenge for learners, allowing them to surpass expected levels of attainment and progress</p>	<ul style="list-style-type: none"> • To ensure that all learners, including those who are disadvantaged, are being provided with appropriate levels of challenge • Implement a consistent and engaging approach to how pupils are provided with challenges through high-quality teaching 	<ul style="list-style-type: none"> • English/Maths Lead to share examples of appropriate challenge within these subject areas. CPD will provide teaching staff with clear resources to use and will be reviewed during subsequent meetings • Class teachers, during Challenge and Progress Meetings, to identify pupils who are expected to attain GDS at the end of Key Stage, adapting planning sequences where necessary • Targeted support led by teachers/TAs to focus on high attaining pupils • Introduce subject handbooks to explicitly explain to teacher's mastery/greater depth teaching in each subject area • Introduce marking policy and CPD for live, in lesson marking
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Pupils have worked remotely for a considerable amount of time, some have also been affected by class bubbles isolating • Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress • Learning behaviours seen in the classroom may need developing due to long periods of self-isolation 	
<p>Projected spending</p>	<p>£ 24, 401</p>	

Targeted academic support for current academic year

Measure	Activity	Monitoring and Implementation
<p>To deploy support staff to maximise progress gains in reading, writing and maths.</p>	<p>To critically analyse pupil data and deploy support staff accordingly</p> <p>To effectively monitor pupil progress for those attending targeted interventions across time</p> <p>To adapt targeted interventions, based on children's needs and the progress shown across time</p>	<ul style="list-style-type: none"> • SENDCo and SLT to monitor impact of interventions through monitoring sheets and statistical evidence during, and after, interventions • SLT to identify pupils requiring intervention during Pupil Challenge and Progress Meetings
<p>To provide targeted support for disadvantaged pupils</p>	<p>Class teachers to use formative and summative data to identify targeted pupils who require further support</p> <p>To adapt future lesson planning as a result of the needs of pupils on a daily basis and over time</p> <p>For the SENDCo to monitor the impact of 1:1 interventions over time, feeding into changes required</p>	<ul style="list-style-type: none"> • Pupil Challenge and Progress Meetings monitor the impact of 1:1 support provided for targeted pupils. • Dialogue between teachers enables planning to be adapted quickly to match the needs of the learners within the class. • Monitoring documents to be submitted to the SENDCo regularly to identify changes required or additional support which may be required.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Mental wellbeing of pupils may be detrimentally affected during Lockdown periods • Some pupils may not be in a position to access the learning effectively due to extended periods of time out of the classroom • Some pupils may not display the social and emotional maturity to access the learning opportunities provided 	
<p>Projected spending</p>	<p>£ 6,614</p>	

Wider strategies for current academic year

Measure	Activity	Monitoring and Implementation
<p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations</p>	<ul style="list-style-type: none"> • To identify pupils who are falling below national • To provide tailored support for families with low attendance, working alongside key members of staff 	<ul style="list-style-type: none"> • On a weekly basis, the Attendance Lead, to identify pupils who fall below national (96.1%) • Pastoral Lead, working alongside Educational Welfare Officer, to support families with child(ren) who fall below national. CME to identify barriers and provide appropriate support – moving all persistent absentees (those with more than 10% absence) towards the national attendance percentage • A termly review of pupils’ attendance in class, including lates. • Attendance measures to be shared within weekly celebration assemblies, identifying classes with the highest attendance, with data provided from the Attendance Lead • Attendance lead, working with Educational Welfare Officer, to contact parents by letter who have a child with a high rate of absence and persistently do not attend school
<p>To ensure that pupils’ basic needs are being met on the hierarchy of needs and they are in a position to learn</p>	<ul style="list-style-type: none"> • To identify and implement ELSA interventions for pupils who require further emotional support • To undertake regular ELSA assessments to ensure that the sessions are tailored to the needs of the individual child • To share the school’s values through weekly assemblies, also linking to British Values, and promote a culture of positive behaviours • To link emotional development to the objectives, and outcomes, found in Jigsaw materials. • To celebrate attendance and behaviour in weekly assemblies, promoting ‘good’ learning behaviours required in class • Implement a new positive behaviour policy 	<ul style="list-style-type: none"> • The Pastoral lead to work alongside SLT when examining behaviour incidents • Weekly assemblies, led by the headteacher, will focus on the core values of and embed a positive culture • Celebration assemblies share excellent learning behaviours

<p>To enhance pupils' cultural capital by providing a breadth of experiences</p>	<ul style="list-style-type: none"> • To ensure the curriculum is balanced and carefully sequenced, and the Curriculum allows opportunities for cultural development • To allow pupils to partake in visits, both virtually and in-school, which build on skills and knowledge from Curriculum lessons and adapts to current restrictions caused by the Coronavirus pandemic • To have themed curriculum 'hook' days to deepen children's understanding of specific topic areas • Establish a schedule of visitors from different professions. Including professions from within our parent community 	<ul style="list-style-type: none"> • Termly virtual experiences are tailored to learning in classes, linking to the Curriculum themes, and provide rich opportunities to embed knowledge and skills taught in class • Curriculum lead to monitor the implementation of cultural capital across the school
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Poor attendance, including impact of the Coronavirus pandemic • Ensure targeted children attend ELSA • Coronavirus measures limit visitors coming to school and the breadth of virtual platforms is restricted 	
<p><i>Projected spending:</i></p>	<p>£ 8, 300</p>	

Review: last year's aims and outcomes

Review of expenditure: Academic Year 2019/2020				
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
For PP children to achieve national average progress by the end of KS2 for Reading, Writing and Maths	<p>Work with the Maths Boolean hub to embed Teaching for Mastery across all year groups</p> <p>Introduce the use of VIPERS whole class reading across all year groups to increase reading for pleasure and inference skills.</p> <p>Use of INSET days for CPD and additional cover being provided by HT</p>	<p>Due to the pandemic progress was not measured using statutory testing last academic year.</p> <p>Teacher assessment of learning showed positive progress for all PP children by the end of key stage 2.</p>	Continue to embed current provision for PP, both emotionally/socially and academically, and monitor impact across the term using robust assessment techniques	£2,400
Maintain national average expected standard in PSC	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively	<p>Due to the pandemic and national lockdowns, the children in Y1 sat the phonics screening check in the Autumn term of Y2.</p> <p>100% passed</p>		
Targeted Support				
For PP children to achieve national average progress by the end of	Establish small group maths interventions for disadvantaged pupils falling	Targeted interventions worked well when school was open to all children.	Continue to embed current provision for PP, both emotionally/socially and academically,	£29,800

KS2 for Reading, Writing and Maths	behind age-related expectations Ensuring there is enough time for the class teacher/TA to provide targeted intervention Ensure enough time for maths and reading-leads to monitor the impact of interventions	Teacher assessment of learning showed positive progress for all PP children by the end of key stage 2.	and monitor impact across the term using robust assessment techniques	
Wider Strategies				
For PP children to achieve national average progress by the end of KS2 for Reading, Writing and Maths	Embed use of ELSA to provide pastoral care	3 PP pupils had ELSA. Positive outcomes were seen.	Introduce a system to measure impact with data	£8,300
	Introduce ELSA to support families with attendance and acute need Working closely with the LA CMIE officer and school nurse	Due to school closures, the wider impact of this is difficult to see. Case studies of PP children show significant positive impact on attendance.	Continue to identify pupils who fall below the expected standard for attendance and continue to provide support using the Pastoral Support Worker in school.	