

# Pupil premium strategy statement: St John and St James C of E Primary School

1. Summary information					
School	St John and St James C of E Primary School				
Academic Year	2020-2021	Total PP budget	£128,700	Date of most recent PP Review	April 2020
Total number of pupils	307	Number of pupils eligible for PP	99 (32%)	Date for next internal review of this strategy	April 2021

2. Current attainment (End of Key stage 2 data – September 2019)			
	All Pupils (%) 2019 results	Pupils eligible for PP (%)	Pupils not eligible for PP (30 Cohort)
% expected in reading, writing and maths	55%	To be confirmed	
% expected in reading	57%	To be confirmed	
% expected in writing	67%	To be confirmed	
% expected in maths	67%	To be confirmed	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Lack of access to devices during National lockdown
B.	Missed learning and fragmented curriculum due to Covid 19
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
C.	Large numbers of children going to home countries for duration of initial lockdown
D.	Fear of Covid 19 meant many BAME families did not return to school when partial reopening

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To ensure access for more families to remote learning offer	More children accessing daily lessons and remote learning
B.	To assess and plan to close gaps for those who have fallen behind	Progress of PP children above or in line with non-PP children
C.	To understand and address mental health needs and anxieties cause by the pandemic	Address mental health needs so that children are ready to learn

5. 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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved reading skills for all pupils	Additional Phonics groups Daily RWI groupings Release time for RWI Lead Destination Reader intervention- additional adults	Known effectiveness of these interventions in other schools (£4,600)  Access to online learning platforms for spelling and reading (£1,700)	Timetabled in each class Regular monitoring by DHT / HT Support from NewWave Hub Staff training – Monitoring half termly and data capture	DHT/ Literacy Lead  CTs/ TAs	Termly
To provide children with more personalised support to enable them to make good or better progress	Targeted teaching for maths, literacy, phonics and reading  Smaller groups allowing for increased time for high quality feedback – oral and written  Carefully planned interventions led by support staff and class teachers	Improved deployment of TAs and other support staff, daily interventions to act on assessment for learning (£18,000)  Evidence from EEF suggests effective feedback has high impact on learning and that small group tuition is an effective strategy (£4,800)  SENCO Support for interventions and provision mapping (£6000)	DHT to ensure that support staff groups are well selected and that staff strengths are utilised.  Termly monitoring of progress and changes in groups	HT / DHT	Termly
Improved outcomes for Year 2 and Year 6 children in Reading Writing Maths	Reduced group sizes in Year 6 classes for core subjects (Additional Y6 CT 0.5) (£24,000)  Easter school for Y6 pupils (£2,640)  Extra teacher led writing intervention groups for struggling writers in KS1 and KS2 (Additional Y2 teacher 0.5) (£26,000)	Research –based evidence highlights advantages of small group teaching to help underachievers to catch up with specific aspects of their learning while enabling more able pupils to reach their potential  Evidence from EEF suggests effective feedback has high impact on learning and that small group tuition is an effective strategy	Groups taught by well-qualified experienced teachers  LA Review KS Outcomes	HT / DHT	Half termly
<b>Budgeted Cost</b>					£87,740

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve reading skills for PP children	Daily supported reading Small group phonics Midas Intervention Whole class reading book sets	Known effectiveness of these interventions in other schools  Purchase of texts for the school library that children can identify with (£5000)	Timetabled in each class and across KS  Regular monitoring by DHT / INCo  Staff training  Reading resources	DHT / SENDCo  Literacy Lead  CTs/ TAs	Termly
Accelerate progress of all PP children in reading, writing and maths	DHT and TAs to provide intervention programmes and teach targeted groups in reading, writing and maths  SLT member to lead maths support targeting PP children and individual needs	Some children need targeted support to close the gap and have their individual support matched to their needs. (£4,600 0.25 TA)  The data for PP children shows that they must continue to make accelerated progress to narrow the gap with all children	Timetabled in each class  Regular monitoring by DHT / SENDCo  Staff training  Maths progress evidenced via PP children's baseline understanding of individual objectives	HT / DHT	Sept 2020
To provide small group booster support to all children in Year 6 in reading and mathematics	2 x weekly booster lessons January to May for all Year 6 children	Individual support provided to children in small groups matched to their needs (£1,040) 2 x 1hr session for 13 weeks	Staff strengths are utilised to best support groups of children	HT / DHT / Y6 teacher	Sept 2020
Provide assistance to children requiring social and emotional support	Designated staff to work with specific children and be a point of contact  Provide support for individual families  Liaise with outside agencies where appropriate	Programmes of support in other schools have proved effective (£21,876) 0.6 sch counsellor	Pupils learn to regulate emotions and spend more time on learning.  Attendance of Year 6 PP children is in line with school target of 97%  Year 6 PP children make expected progress  Year 7 transition is successful	HT / DHT	Sept 2020
<b>Budgeted Cost</b>					£32,516

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All PP children to participate in wider opportunities	Provide PP children with the opportunity to attend residential trips, school visits, school clubs and to learn to play a musical instrument.	A number of PP children do not have access to wider opportunities out of school. These provide children with a variety of activities and experiences which widen horizons, increase engagement and improve attendance. (£7200)	HT /DHT to monitor	HT / DHT	Sept 2020
Overcome staff absence issues due to quarantine to ensure that the most vulnerable pupils continue to access school during lockdown and partial reopening.	Provide supply for staff absence to prevent mixing of bubbles and ensure children are taught in their own teaching groups. (£12,480)	Covid guidelines and restrictions	Management of staff absence and weekly update of those available due to shielding and isolation.	HT / DHT	Sept 2020
Supporting parents and carers Children will have greater opportunities to be taught how to access learning at home.	Purchased 30 chrome books and charging trolley to ensure the most deprived children can loan a chrome book in the case of a bubble closure can do so. In addition, catch up and extra work will be available in google classroom (£6,693)		All children have access to devices in addition to the ones supplied by DFE  Children are better able to access online learning and homework following school reopening	HT	Sept 2020
<b>Budgeted Cost</b>					£26,373
<b>Total budgeted cost</b>					£146,629