



Pupil premium spending 2020-2021

SUMMARY INFORMATION

Date of most recent pupil premium review:	20 th March 2020	Date of next pupil premium review:	10 th July 2020
Total number of pupils:	236	Total pupil premium budget:	£75,240.00
Number of pupils eligible for pupil premium:	57	Amount of pupil premium received per child:	£1,320

STRATEGY STATEMENT

The Pupil Premium will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. We ensure that teaching and learning opportunities meet the needs of all of our pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.

The overall aims of your pupil premium strategy:

- To reduce attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- Facilitating pupils' access to the curriculum
- Addressing barriers to learning

Assessment information

EYFS			
	<i>Pupils eligible for pupil premium (PP) (8)</i>	<i>Pupils not eligible for PP (22)</i>	
		<i>School Average</i>	<i>National average</i>
<i>Good level of development (GLD)</i>	63%	86%	72%
<i>Reading</i>	63%	95%	77%
<i>Writing</i>	63%	91%	73%
<i>Number</i>	75%	91%	79%
<i>Shape</i>	63%	91%	81.5%

YEAR 1 PHONICS SCREENING CHECK		
<i>Pupils eligible for PP (8)</i>	<i>Pupils not eligible for PP (22)</i>	<i>National average</i>
100%	86%	82%

END OF KS1			
	<i>Pupils eligible for PP (10)</i>	<i>Pupils not eligible for PP (19)</i>	
		<i>School average</i>	<i>National average</i>
<i>% achieving expected standard or above in reading, writing and maths</i>	80%	74%	65%
<i>% making expected progress in reading</i>	90%	79%	75%
<i>% making expected progress in writing</i>	90%	79%	69%
<i>% making expected progress in maths</i>	90%	84%	76%

END OF KS2			
	<i>Pupils eligible for PP (30)</i>	<i>Pupils not eligible for PP (25)</i>	
		<i>School average</i>	<i>National average</i>
<i>% achieving expected standard or above in reading, writing and maths</i>	60%	80%	65%
<i>% making expected progress in reading</i>	67%	80%	73%
<i>% making expected progress in writing</i>	83%	100%	78%
<i>% making expected progress in maths</i>	77%	100%	79%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Social, emotional and mental health needs – A significant number of pupils have additional needs that demand a personalised approach to the provision and their pastoral support. A number of children and families have challenges with routines, parenting capacity, mental health and managing emotions.
B	SEND - the school has 5.6% of pupils with EHCPs compared to 1.3 nationally. Of these EHCPs there is a growing number of pupils with ASD and complex needs. The school serves an additional 18.1% pupils with SEN support.
C	Oracy – oral language skills for most PP children are lower as the children struggle with poor sentence structure and limited vocabulary. This limits reading comprehension, writing standards and understanding of complex maths problems.

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Social deprivation - the deprivation indicator places the school in the highest quintile nationally. A large number of children miss out on opportunities for educational enrichment outside of school.
E	Diversity - 82% of pupils are from ethnic minorities placing the school in the highest percentile. 31% of pupils have English as an additional language which is higher than other schools nationally.
F	Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	KS2 - diminish the differences between pupil premium and non-pupil premium pupils and to be above peers nationally at the end of each key stage.	Gaps diminishing between PP and non PP pupils and pupil's attainment is higher than those nationally
B	To increase percentage of PP children working at greater depth	In-school data demonstrates an increased percentage of children working at greater depth
C	Continue embedding strategies to support pupils and families with SEMH needs	Pupils with SEMH needs make good progress in all areas of learning
D	Increase parental engagement for disadvantaged pupils	Increased attendance of parents at curriculum events/ workshops and parents able to support their children at home with learning
E	To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being	Good progress for target groups in R,W,M. S&L therapy reports indicate impact. Therapy reports indicate impact

Planned expenditure for academic year 2020/21

ACADEMIC YEAR				
Quality of teaching for all				
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Impact
To ensure quality first teaching and sharing best practice across the school	Improved outcomes for PP in all year groups	EEF guide to pupil premium suggests that quality first teaching is the key to improving outcomes for disadvantaged pupils. Leaders to be released to support across the school to improve quality first teaching. Team teaching and planning, modelled lessons and coaching sessions. CPD	Monitoring of books, learning walks, data, pupil voice	Gaps diminishing between PP and non PP pupils and pupil's attainment. In some cohorts PP pupils are achieving higher than their peers.
To ensure pupils are exposed to challenging texts in order to meet the demands of the curriculum.	To improve pupils literacy skills	The Department for education: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report suggest that improving pupils' literacy skills impacts significantly on pupil progress.	Monitoring of books, learning walks, data, pupil voice	Learning walks and book looks show a breadth and depth of language teaching impacting on pupil progress.
To support pupils mental health and wellbeing	Develop resilient and independent learners	Research demonstrates impact of zones of regulation. Recommendations from EEF improving social & emotional learning in primary schools.	Reduction in behaviour incidents/ event logs Behaviour learning walks	Behaviour incidents are minimal and pupils have the tools to manage and regulate their emotions and language to discuss with the pastoral team.

To extend pupils classroom experiences through enrichment activities. Trips and outings (to include workshops, school visitors and residential trip in Y6): to ensure that all pupils are able to attend.	Develop children's experience, improve their vocabulary and develop their humanities skills	Post trip interviews demonstrate sense of achievement and increased engagement from children	Data collection points in February and July show progress in disadvantaged pupils attaining the higher standard. Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis.	Enrichment activities have been limited due to Covid.
Total budgeted cost:				£30,000
Targeted support				
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Impact
Leaders will develop and provide targeted support/intervention for pupils to address underachievement & developing effectiveness of support staff	To accelerate progress of the lower attaining pupils.	EEF guide to pupil premium suggests linking structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	Data progress Raising attainment meetings	Gaps diminishing between PP and non PP pupils and pupil's attainment
Targeted speech & language support. Wellcomm intervention	To improve pupils language and communication skills and building vocabulary in EYFS.	EEF research suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.	Reports from SaLT Welcomm tracking	PP pupils at the end of Ks1 are making good progress and 2019 data shows them achieving above their peers in reading.

To improve pupils early reading skills.	To deliver small group sessions to support and extend skills in phonics and reading.	EEF Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Data progress Raising attainment meetings	PP pupils at the end of Ks1 are making good progress and 2019 data shows them achieving above their peers in reading. Phonic screening data shows PP pupils achieve at a high standard.
To provide homework places for pupils needing additional support.	To maximise learning time through afterschool provision.	EEF research indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.	Weekly homework monitoring in books Half termly raising attainment meetings	Gaps diminishing between PP and non PP pupils and pupil's attainment is higher than those nationally
Interventions in place to support emotional wellbeing, confidence and self-esteem to help better engage in learning. Continue develop the schools peer mentoring systems, good to be Me programme, social skills, and peer mediation.	To support individual groups of pupils social and emotional wellbeing.	Recommendations from EEF improving social & emotional learning in primary schools.	Behaviour monitoring	Pupils with SEMH needs make good progress in all areas of learning
Total budgeted cost:				£30,000

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Impact	
To plan enrichment activities within the curriculum such as Shakespeare week, national poetry day, world book days allowing opportunities for performance and engaging further in the arts.	To enrich the curriculum and extend cultural experiences, appreciate and enjoy Shakespeare's work. Building confidence and enthusiasm of learners.	The Department for education's: Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report suggest that improving pupils' cultural experiences is an effective way to improve outcomes.	Senior leaders support teachers CDP Pupil voice Book look Parent feedback	Improved language acquisition and children using explicit strategies for extending vocabulary. Teachers develop different strategies to support pupils with performance	
Release leaders to deliver parent Workshops: phonics, reading, maths, computing to develop skills in supporting children at home and to give an overview of learning at SJSJ	To support parents to overcome barriers to children's learning and increase engagement of pupils learning.	The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development.	Peer feedback on sessions Parent feedback	Increased attendance of parents at curriculum events/ workshops	
To work in partnership with children and families to plan and implement coordinated and child focused support which improves identified outcomes	To improve outcomes and social and emotional support for pupils.	Recommendations from EEF improving social & emotional learning in primary schools.	Monitoring of books, learning walks, data, pupil voice	Pupils with SEMH needs make good progress in all areas of learning	

After school club funding to enable pupils to have equal access to enrichment activities.	Pupils to take part in a range of enrichment activities.	EEF research indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.	Monitoring of clubs	Pupils with SEMH needs make good progress in all areas of learning
Total budgeted cost:				£40,000