

Pupil premium strategy statement

School overview

Metric	Data
School name	St John & St James CofE Primary
Pupils in school	223
Proportion of disadvantaged pupils	79
Pupil premium allocation this academic year	£91,080.00
Academic year or years covered by statement	2019 - 22
Publish date	June 2021
Review date	July 2022
Statement authorised by	Sian Davies
Pupil premium lead	Jo Smith
Governor lead	Morgan Allen

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	-3.41
Writing	-0.82
Maths	-2.93

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	10%
Measure	Activity
Priority 1	To ensure that additional support is of high quality. Pupils have access to the best teachers and are supported by skilled and well trained additional adults.
Priority 2	To develop oral communication so that all pupils can demonstrate understanding, express feelings, ask questions and extend their vocabulary understanding.
Barriers to learning these priorities address	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

	<p>needs. The school serves an additional 18.1% pupils with SEN support.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Projected spending	£30,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Pupils have strategies for unpicking the meaning of unknown words</p> <p>Explicit strategies for extending vocabulary</p> <p>A language rich environment</p> <p>Texts to engage reluctant readers</p> <p>Daily interventions that lead to rapid progress</p> <p>All staff trained in whole school approaches to teaching reading</p> <p>Improved oracy</p>	July 2022
Progress in Writing	<p>Improved oracy</p> <p>High quality texts used as models to enrich language and structures of writing</p> <p>Interventions improve writing skills for targeted pupils</p> <p>Spelling improved across all areas of learning</p> <p>Grammar links to writing cycle</p>	July 2022
Progress in Mathematics	<p>Maths hub professional development to raise the quality of practitioner's knowledge and pedagogy of mathematics</p> <p>Rich mathematical reasoning and discussions to unpick misconceptions and improve learning</p> <p>Mathematical connections linked and taught together</p> <p>Daily interventions that lead to rapid progress</p>	July 2022
Phonics	<p>All staff trained in a whole school approach to teaching phonics</p> <p>Daily interventions that lead to rapid progress</p>	June 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Senior Leaders delivering interventions and training additional adults based on current evidence from sources for effective delivery such as Developing Great Teaching.</p> <p>Professional development activities</p> <p>Rigorous and regular monitoring identifying clear next steps</p>
Priority 2	<p>Explicit strategies for teaching vocabulary across the curriculum</p> <p>Separation of vocabulary into Tier 1, Tier 2 and Tier 3 and specific focuses within different curriculum areas</p> <p>Oracy working party to develop how verbal communication skills will be explicitly taught in all year groups. Designing CPD to support all adults using the EEF's guidance reports (improving literacy in Ks1, improving literacy in Ks2 and preparing for literacy).</p>
Barriers to learning these priorities address	<p>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.</p> <p>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.</p> <p>Adults lacking skills, experience and knowledge</p>
Projected spending	£40,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Therapeutic services and Re-engagement unit to support vulnerable pupils with their emotional wellbeing
Priority 2	Enrichment activities and pastoral support

	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
Barriers to learning these priorities address	Lack of engagement from families Lack of access to high quality therapeutic services
Projected spending	£20,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring high quality professional development, training and support for all staff	Monitoring of books, learning walks, data, pupil voice
Targeted support	Ensuring interventions are having a direct and sustained impact	Data progress Raising attainment meetings
Wider strategies	Re-Engagement unit impacting as widely as possible Enrichment activities supporting targeted pupils and families	Monitoring the impact of enrichment and behaviour