

# Pupil Premium Strategy Statement St Johns CEP School 2020-21 (as a Term 2 2020)



1. Summary information					
School	St John's Primary School				
Academic Year	2020/2021	Total PP budget	£ 40520 as at 1.9.20	Date of most recent PP Review	N/A
Total number of pupils	438	Number of pupils eligible for PP	28 as at 1.9.20	Date for next internal review of this strategy	Sept 2021

Additional Assessment Information				2019 Attainment Data (last official pre-Covid statutory assessments)		
	Number of Pupils eligible for PP at St. John's 2020-21	Number of pupils not PP at St. John's 2020 -21	Outcomes for PP & Non PP pupils at St. John's 2019-20	National Average Last Year of recorded Data (Pre Covid-19) 2019	School % Last Year of recorded Data (Pre Covid-19) 2019	School PP Pupils % 2019
% Achieving GLD in EYFS (current Year1)	8 (13%)	53 (87%)	N/A Statutory Asseesments cancelled due to Covid-19	71.8	85%	67% (3Pupils) 1 child represents 33.3% 2 of 3 pupils achieved GLD 1 Pupil with an EHCP did not
% Achieving phonics score of 32+ in (current Year 2)	6 (10%)	54 (90%)		81.8	95%	100% (1 child)
% Achieving Expected and Expected + reading, writing & maths at end of KS1 (current Year 3)	3 (5%)	57 (95%)		73%	85%	100% (4 Children) each child represents 25%
% Achieving Expected and Expected + reading, writing & maths at end of KS2 (left July 2020)	3 (5%)	61 (95%)		65%	84%	86% (7 Children) each child represents 14.3% 1 pupil did not achieve EXS+

## 2. Barriers to future attainment

Barriers to future attainment for pupils eligible for Pupil Premium (September 2020)

### In-school barriers

<b>A.</b>	Lower well-being and self-regulation observed for some of our Disadvantaged children 19% of Pupil Premium children are LAC or Post Lac 46 % of SEND PP have SEMH as a primary need
<b>B.</b>	Lower attainment for children eligible for a Pupil Premium grant in Reading, Writing and Maths Need to narrow any gaps in attainment caused by missing school during Covid-19  10% of PP pupils attended as Key worker criteria in Lockdown March 25 <sup>th</sup> June 2020
<b>C.</b>	43% of pupil premium children in Reception, Year 1 and Year 2 require speech & language input.
<b>D</b>	Sensory & Physical Needs difficulties 17% of our PP children have provisions for sensory or gross & fine motor skill development.
<b>E</b>	Whole school PP Children With SEND academic year 2020/21 26% of our Pupil premium Children are also SEND 54% of our SEND PP Children have an ASD diagnosis 46% Of our SEND PP Children have SEMH Needs

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>F</b>	Attendance Rates for our disadvantaged children are good but slightly lower than school average Between Sept 2019 – March 2020 (prior to Covid 19) on average PP children attendance was 95% compared to whole school average of 96%  Year 6 PP Children 92% Year 5 PP Children 94% Year 4 PP Children 97% Year 3 PP Children 97% Year 2 PP Children 96% Year 1 PP Children 95% Year R PP Children 96% Any reduction in school hours may cause pupil premium children to fall behind the average.
<b>G</b>	Parental Engagement and support at home can vary greatly - needs developing and support for some of our pupil premium families.
<b>H</b>	Ensure all PP Children have equal access to technology and software to work remotely if needed or for targeted support within school.

### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>To support Pupils overcoming barriers they have encountered/ are encountering in their lives affecting their emotional health and well being</p> <ul style="list-style-type: none"> <li>• Use of SDQ Questionnaire start and end of year</li> <li>• Measure Boxall Profile Developmental / Diagnostic scales</li> </ul>	<p>Children will be supported to manage and discuss their feelings through targeted (SEMH) interventions delivered by teachers and teaching assistants.</p> <p>Use of in school counselor for '<b>Draw &amp; Talk Therapy</b>'</p>
<b>B.</b>	<p>Targeted Support for pupils to work towards achieving Expected and Expected + Outcomes by the end of the school year July 2021.</p> <p>Baseline assessment to assess gaps and target support as a result of Covid 19 restricted school attendance.</p> <p>Targeted support to close attainment gap between pupil premium children and their peers.</p> <p>Progress data regularly monitored during pupil progress meetings. All children are targeted to make 6 points progress across the year</p>	<p>Pupil premium children will be adequately supported to achieve their very best outcomes to narrow any gaps in reading, writing and maths attainment in comparison to their peers.</p>
<b>C.</b>	<p>To ensure appropriate pupil premium children that need are screened on entry and throughout KS1 for specific Speech and language link Interventions.</p> <p>Pupils will be assessed at start of programme after specific interventions and at the end of each year group R-2.</p>	<p>Children will be able to speak clearly and have an increased understanding of language.</p> <p>'Speech Link' &amp; 'Language Link' interventions will evidence individual progress.</p>
<b>D.</b>	<p>To ensure Pupil Premium children have accurate letter formation and move towards recognisable cursive handwriting through targeted interventions such as Precision Teaching of clever fingers techniques , Sensory circuits Beam Specialised therapy programmes Via the Oaks academy</p>	<p>Children will display clear legible handwriting Children will improve scores in precision teaching within clever fingers interventions</p> <p>Children will complete appropriate BEAM units to support gross motor development</p>

		Handwriting assessments will evidence progress towards desired outcome.
<b>E.</b>	<p>To allocate additional staff &amp; provide additional interventions to SEND pupil premium pupils to In addition to HNF allocation.</p> <p>To ensure all PP children with SEND receive additional support to meet targets on provision and individualised plans.</p>	PP children with SEND achieve targets set on class and individualised provision plans
<b>F.</b>	For PP attendance to be in line or above average school attendance Sept 20 – July 2021	All Pupil premium children will attend regularly. School will facilitate supportive open lines of communication with PP families to offer pastoral support and encourage and Monitor regular school attendance.
<b>G.</b>	To provide regular pastoral support to pupil premium families to strengthen engagement between home & school.	PP Team, School Business Manager, DHT, Phase leaders to regularly contact families to offer academic & pastoral support
<b>H.</b>	<p>Pupil Premium children are provided with additional technology such as Laptops, Amazon Fires and IPad to support additional interventions in school and facilitate home learning if necessary</p> <p>Additional software for targeted support to be purchase and installed on school network and remote tablets.</p>	<p>All PP children will engage with any home learning via Seesaw</p> <p>PP children in school will have access to technology with their classrooms to support additional interventions,</p>

4. 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?
<p><b>A.</b> To support Pupils overcoming barriers they have encountered/ are encountering in their lives affecting their emotional health and well being</p>	<p>Screen children using Boxall Each PP child will have SDQ on entry and on leaving year group</p> <p>Support pupils in nurture groups based on the outcomes for the assessment</p> <p>PSHE Sessions</p>	<p>Children who are regulated and calm are ready to learn as explained in Maslow’s Hierarchy of needs.</p> <p>To build children’s resilience and ensure they have well well – being.</p> <p>Children need to be able to understand and talk about their feelings. They need to know they are safe in school and that they can trust the adults and their friends.</p> <p>EEf Toolkit for SEL claims more specialised programmes which are targeted at students with particular social or emotional needs have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>All TAs will complete additional mental health training courses</p> <p>Contented Child Training Courses</p> <p>Emotional Regulation training</p> <p>Lunchtime intervention training. Lunchtime club</p> <p>Mental Health First Aid Training Courses</p>	<p>DHT</p> <p>PP Teacher x 2 days per week</p> <p>Additional PP support TA Full time</p>	<p>Pupil Progress meetings 3x per year Autumn Spring Summer Terms</p> <p>Termly Pupil Premium Target setting and review forms</p>

<p><b><u>B.</u></b> Targeted Support for pupils to work towards achieving Expected and Expected + Outcomes by the end of the school year July 2021.</p>	<p>Additional experienced teacher to work with all PP children individually or in small groups x 2 per week</p> <p>Daily Reading by TA / Teacher for PP children</p> <p>PP TA to support Pupils for an hour per week with with individualised RWM targets or in small group nurture support from Boxall outcomes</p> <p>Additional software used to support specific interventions e.g. Mathsletics Collins eBooks Spelling Shed Nessy etc.</p>	<p>EEF Toolkit found Overall, evidence shows that small group tuition is effective 1:1 /1:2 tuition to me the most effective as it is was tailored to meet the needs of the child. It gained +4</p> <p>EEF Toolkit states On average, reading comprehension approaches deliver an additional six months' progress.</p> <p>EEF Toolkit states Nurture SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in School. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>PP teacher meets weekly with CT to review activities and to plan the next sessions</p> <p>PP TA works alongside DHT and CT to set targets for individualised interventions reviewed each term</p> <p>English Lead will monitor Reading Progress DHT collates a Book band tracker each term to monitor reading progress &amp; shares with English Lead. This is also used to plan support needed at pupil progress meetings 3x per year.</p>	<p>HT/ DHT</p> <p>PP Teacher</p> <p>PP TA</p> <p>CT &amp; TAs 1-1Tas of pupils with HNF</p>	<p>Pupil Progress meetings 3x per year Autumn Spring Summer Terms</p> <p>Termly Pupil Premium Target setting and review forms</p>
<p><b><u>C</u></b> To ensure appropriate pupil premium children that need it are screened on entry and throughout KS1 for specific Speech and language link Interventions.</p>	<p>Additional Senco assistant employed 2020/2021 to support additional Interventions for PP children with SEN</p>	<p>EEF Toolkit found 1:1 /1:2 tuition to me the most effective as it is was tailored to meet the needs of the child. It gained +4</p>	<p>CT / Senco TA Weekly meetings Reviewing the activities and planning the next sessions.</p> <p>Speech Link activities to be shared with home for Parental engagement</p>	<p>SENCO EYFS LEAD KS1 Lead</p> <p>Senco TA</p> <p>EYFS PT PP TA</p>	<p>Termly Pupil Premium Target setting and review forms Speech link rescreen Regular EYFS Phase Meetings</p>

	<p>All classes to have a FT TA to ensure interventions are delivered</p> <p>Additional EYFS TA employed for 2 days per week to specifically support EYFS PP interventions</p>	<p>EEF Toolkit found Overall, evidence shows that small group tuition is effective</p> <p>EEF Improving literacy states Language provides the foundation of thinking and learning and should be prioritised.</p>			
<p><b>D</b> To ensure Pupil Premium children have accurate letter formation and move towards recognisable cursive handwriting through targeted interventions</p>	<p>Senco Ta + additional 1-1 TA support to deliver</p> <p>Sensory Circuits/BEAM /Clever Finger/Write Dance and Handwriting interventions and Oaks Academy specialised therapy sessions</p>	<p>Small group interventions have a moderate impact for a moderate cost. (Teaching and Learning Toolkit)</p> <p>Children will be able to have more targeted and individualised support. The activities will be tailored to their specific needs.</p> <p>EEF Toolkit found 1:1 /1:2 tuition to me the most effective as it is was tailored to meet the needs of the child. It gained +4</p>	<p>Senco &amp; Senco TA to liaise with Phase Leaders / CT to identify PP children needing specific support with fine &amp; gross motor skills to timetable specific PP interventions in additional to class provision map activities</p>	<p>SENCO</p> <p>TAS/ CTS</p> <p>SENCO TA</p> <p>EYFS TA</p> <p>English Lead &amp; Phase Leaders</p>	<p>Pupil Progress meetings 3x per year</p> <p>Autumn Spring Summer Terms</p>
<p><b>E</b> To ensure all PP children with SEND receive additional support to meet targets on provision and individualised plans.</p>	<p>PP children with HNF children to have FT TAs employed with PP top up additional to HNF allocation if necessary to deliver additional interventions required</p>	<p>EEF Toolkit found 1:1 /1:2 tuition to me the most effective as it is was tailored to meet the needs of the child. It gained +4</p>	<p>HT SENCO / School Business Manager to assess need and provision for each PP child with HNF to target any additional support needed.</p>	<p>HT SENCO</p> <p>School Business Manager</p> <p>Phase Leaders</p>	<p>Termly Finance Meetings</p>

<p><b>F</b> For PP attendance to be in line or above average school attendance Sept 20 – July 2021</p>	<p>PP generally attend in line with school average but still have some progress gaps in EYFS / KS1 so any loss of teaching days may result in gap widening. School to promote a culture of good attendance expectations early on to sustain progress to end of KS2</p>	<p>DFE Covid Guidance loss of learning time is last resort as can have a negative impact on life chances</p> <p>National Strategies evidence states</p> <p>The links between attendance and achievement are strong</p> <p>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</p> <p>Eef toolkit states Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance</p>	<p>First day calling</p> <p>Attendance clinics HT/DH</p> <p>Support of LS area attendance officer</p> <p>Attendance data shared with parents at regular parental consultations evening 3x per year and include on end of year reports</p>	<p>HT/ DHT</p> <p>School Office</p>	<p>Termly reports to be analysed by HT/ DHT to address any ongoing concerns</p>
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<p><b>G</b> To provide regular pastoral support to pupil premium families to strengthen engagement between home &amp; school.</p>	<p>Strengthened parental engagement will help PP children to reach social milestones &amp; narrow any attainment or progress gaps</p>	<p>Children who are regulated and calm at home &amp; school are ready to learn as explained in Maslow's Hierarchy of needs</p> <p>EEF toolkits states that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes</p> <p>EEf toolkit states Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance</p>	<p>Regular welfare calls / zooms to PP children during lockdown &amp; as part of regular working practice.</p> <p>Senco &amp; Senco TA meet regularly with PP children with SEN</p> <p>Additional training signposted to PP parents to support children at home,</p>	<p>Senco PP TA SENCO TA Business Manager Office staff</p>	<p>Ongoing</p>
<p><b>H.</b> Pupil Premium children are provided with additional technology such as Laptops, Amazon Fires and I pads and additional software to support additional interventions in school and facilitate home learning if necessary</p>	<p>All children have the access to technology and the relevant skills to enable them to complete the work in school or remotely</p>	<p>DFE Guidance <b>updated Nov20</b> Classes pupils vulnerable if they have difficulty engaging with remote education at home.</p>	<p>Additional laptops provided to LAC pupils &amp; PP with SEN within school Additional Amazon fires purchased to support home learning Subscriptions to online interventions to support learning e.g. IDL Mathletics Ness clicker7 Collins Ebooks</p>	<p>Senco PP TA SENCO Business Manager HT / DHT</p>	<p>July 2021</p>
<p><b>Budget cost Pupil Premium Teacher M6 0.4 (x 2 days per week)</b></p>					<p>£14,784</p>
<p><b>Budget cost Pupil Premium HLTA KR6 Full time</b></p>					<p>£22,243</p>
<p><b>Budget cost Additional Hardware &amp; Software to support interventions</b></p>					<p>£2993</p>
<p><b>Budget cost Training for PP TA for specific Interventions</b></p>					<p>£500</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>£40520</p>