

# 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		Date of most recent PP Review	April 2020
Total number of pupils	321	Number of pupils eligible for PP		Date for next internal review of this strategy	April 2021

2. Current attainment (End of Key stage 2 data – September 2019)			
	All Pupils (%)	Pupils eligible for PP (24)	Pupils not eligible for PP (27 Cohort)
% expected in reading, writing and maths	55%	58%	52%
% expected in reading	57%	58%	56%
% expected in writing	67%	67%	67%
% expected in maths	67%	71%	63%

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.	Low KS1 outcomes and further disruption for pupils with lowest levels of engagement
B.	Gaps in learning and poor progress due to school closure and remote learning
C.	Low levels of S&L on entry to EYFS, further impacted by Covid 19 restrictions
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance for whole school in 2019/2020 was 91.24% and PP 91.54% PA's were 30.11% and PP 27%. Mainly due to Covid. However, gaps in learning are more likely to have been more significant for the disadvantaged due to lack of resources and family support, meaning outcomes will be poorer for many of these families.
E.	Limited parental support at home due to levels of deprivation and families in low paid employment, working longer hours and lack of devices and unreliable internet
F.	Higher admissions of pupils with EAL and limited prior education

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To raise the attainment of children in EYFS in S&L and across all areas of learning	More children achieving GLD
B.	To accelerate the progress of PP children across the school, specifically in the early stages in KS1 and ensure good or better progress across KS2	Progress of PP children above or in line with non-PP children

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  (2,400 Hub RWI) (1,500 DR Sub)	Consistently deliver RWI across R-Y2  Daily small group Reading across KS2  Destination Reader intervention- additional adults	Known effectiveness of these proven interventions in other schools  1-1 Tuition for those making slow progress (EEF)  Regular Coaching sessions for RWI (English hub evidence)	Timetabled in each class Monitored by subject lead and DHT  Staff training – Monitoring half termly and data capture Assessments/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 (EEF)  Evidence from EEF suggests effective feedback has high impact on learning and that small group tuition is an effective strategy	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  (18,000 Intervention TA) (37,000 Additional Teacher)	Refrain from introducing mixed aged classes, despite falling roll to enable children to catch up  First Class Number to be delivered in 12 week blocks with measurable targets  Extra teacher led writing intervention groups for struggling writers in KS1 and KS2 (Additional Y2 teacher 0.5)	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 temperature check  KS Outcomes	HT / DHT	Half termly

Improved EYFS outcomes in all areas of learning  (12,000 – FT NN)	Experienced EYFS leader to identify areas for further impact support transition  Working with other providers for moderation  Full time TAs allocated to Year 1 classe to support accelerated learning  Neli – National programme for pupils who have low starting points	Experienced and well-qualified staff to lead high quality teaching to support accelerated learning  EYFS to KS1 Phase leader to be out of class to provide support, intervention and impact on PP children outcomes.  Clear proven, measured interventions, planned and prepared by experiences colleagues (EEF)  National Proven Programme with bespoke training for colleagues delivering it.	½ termly monitoring of progress of Reception children against all areas of learning  Termly monitoring of Year 1 pupil progress	HT / DHT / EYFS leader	Half termly for Reception  Termly for Year 1
<b>Total budgeted cost</b>					£70,900
<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  3.000  15,000	Daily supported reading  Small group phonics  Destination Reader Training  Whole class reading book sets  School Library	Known effectiveness of these interventions in other schools	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  £6000 (NTP)  £20,000 (DHT Teaching responsibility)	Identified children to take part in National Tutor programme online  SLT member to lead maths support targeting PP children and individual needs and teach additional Y6 groups in Reading and Maths	Some children need targeted support to close the gap and have their individual support matched to their needs.  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	July 2019

To provide small group booster support to all children in Year 6 in reading and mathematics  (1,900 – Boosters)	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	Staff strengths are utilised to best support groups of children	HT / DHT / Y6 teacher	July 2019
Provide assistance to Year 6 PP children requiring social and emotional support  21,000 School Counsellor	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	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	July 2019
<b>Total budgeted cost</b>					£66,900
<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  15,000 Subsidised visits	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.	HT /DHT to monitor	HT / DHT	July 2019
Improve attendance and punctuality of PP children	Implement first day call to parents for PP children whose attendance has been a concern historically  Liaise with parents and EWO to improve attendance	Improved attendance for group of PP children targeted	Office to provide regular updates to HT / DHT  HT and OA to liaise with EO to meet with parents where appropriate	HT	July 2019
<b>Total budgeted cost</b>					£152,800