



Pupil Premium: Strategy Statement 2020/21

Pupil Premium funding is primarily used to support high levels of staffing across school to provide continual support and interventions to all academic years.

In response to enforced school closure and the resulting impact on pupils we have identified additional specific key priority areas for 2020/21.

This document is to be read in conjunction with our COVID 19 'Catch-Up Premium' statement.

School name	St. John's CofE (VA) Primary School
Pupils in school September 2020	206
Proportion of disadvantaged pupils	50%
Pupil premium allocation this academic year 2020-21	£130,325
Academic year or years covered by statement	2018-21
Publish date	20 th November 2020
Review date	1 st October 2021
Pupil Premium lead	Andrew Farnell - Headteacher
Governor lead	Alison Twedde Trish Pemberton

KS2 Disadvantaged pupil progress scores 2018 and 2019 (No data available for 2020)

Measure	Score 2018	Score 2019
Reading	0.9	-1.6
Writing	0.1	-0.8
Maths	0.4	-0.2

KS2 Disadvantaged pupil performance 2018 and 2019 (No data available for 2020)

Measure	Score 2018	Score 2019
Meeting expected standard at KS2	76%	42%
Achieving high standard at KS2	6%	0%

Strategy aims and key priorities for disadvantaged pupils 2020-21

Summary of external key barriers to Educational Achievement:

Social and emotional barriers to learning impacting on concentration, confidence and self-esteem.
 Family 'Health and Well-Being' impacting on attendance and resilience. Disadvantaged pupils have lower attendance rates than non-disadvantaged pupils.
 Family issues linked to Special Educational Needs and Basic Skills.
 Physical development including physical skills and fitness.
 Low levels of speech and language skills.
 Lack of opportunities for developing key Literacy and Mathematical Skills through speaking and listening.
 Lack of opportunities for developing knowledge and understanding of the world outside of school.
 Lack of opportunities for additional sporting or enrichment activities outside of school due to family finances.

Overall objectives for Pupil Premium Funding:

Provision to raise attainment in English and Mathematics.
 Provision of wide ranging support and interventions in all areas of school to support learning and progress across the whole curriculum.
 Provision of support for attendance issues.
 Provision of social, emotional and mental health support.
 Additional support for all children with SEND.

Measure	Activity
Priority 1	Reading and Phonics: Ensure all relevant year groups have increased access to relevant reading materials and 'Staffing' to support improvement in Reading and Phonics outcomes.
Priority 2	Mathematics: Introduction of new scheme and resources to support improvements in all aspects of subject and embed teaching for 'Mastery' across all year groups.

The following table illustrates the key areas of expenditure in 2020/21 that the PP Grant enables:			
Item/project	Cost	Description / Objective	Impact / Outcomes
Teaching and Learning: Quality first teaching (QFT) / Meeting individual learning needs through / Effective Deployment of Staff on Support and Intervention programmes			
Additional Teaching Staff x3 (Above ratio of 1 teacher per class) <ul style="list-style-type: none"> • Additional KS2 Teacher (Y4) • Lower KS2 Teacher (0.6) in Y3 • SEND Teacher – (Not Class Based) (0.6) Ensure QFT at all times.	£103,000	Only 'school based' staff deliver Teaching and Learning. Enables additional Support and Intervention for EYFS, KS1 and KS2 to be maintained throughout the year. Keeps group sizes small. Improves Attainment in Core Subjects. Enabling additional Leadership and Management time for English, Mathematics and all catch-up activities. Positive attitudes to learning are supported by high quality teaching staff that know individual pupils.	

Additional Higher Level Teaching Assistant (HLTA) Staffing Full-Time in Y2	£31,500	Provide continuous support in all KS1 Classes. Previously support was shared between Y1 and Y2. Focus on raising attainment in English and provide support specifically for Phonics.	
Additional Teaching Assistant Full-Time in Y1	£25,000	Provide additional support in Y1. Focus on early intervention strategies across all areas of learning. Enables staff to deliver interventions to smaller groups.	
Reading: Continual development of Accelerated Reader programme.	£4000	Reading programme to support pupil engagement in Reading and to target improvements (growth) in reading. Particularly beneficial for children who receive little or no support from home.	
Reading: Phonics Scheme	£4000	Phonics Bug Scheme: Additional Books to support pupils Reception to Y3	
Mathematics: White Rose	£1000	Scheme and additional resources to support teaching of mathematics.	
Wider Strategies: Support and Intervention: Meeting individual needs (other)			
Time for Children: Key Worker (HLTA)	£22,000	Key Worker in place full-time. Providing social and emotional support for children and families, before, during and after school.	Happy, confident pupils who are able to overcome any difficulties present or arising in their lives. Support when needed!
Attendance Administration Support (0.2 contribution to costs)	£4,000	Provision of additional administrator to monitor and support attendance issues with children and families.	
PSHE	(Included in Teaching Costs)	Additional teacher in Y3 has lead role for this subject. Whole school support for 'well-being' and engagement.	
Mental Health	(Included in Teaching Costs)	SENDCo has additional role supporting development of Mental Health Support Team work in school.(Specific Pupils)	
SEND	(Included in Teaching Costs)	Support across school for all PP pupils (many with High Needs SEND). Lead on support and interventions.	
Enrichment	No costs included for 2020-21	Residential Activity / Class Visits / Visitors. The school usually uses PP funding to support a range of activities to enrich pupil's experiences.	As these are currently limited we are not including any projected costs but will report separately at the end of the year
Total	£194,500	This figure exceeds total allocation of PP funding. Additional funding is derived from Catch-Up Premium, SEND and another Grant.	

Targeted academic support for 2021

Measure	Activity
Priority 1	Increase Accelerated Reader resources across all year groups to increase reading for pleasure and levels of progress.
Priority 2	Increase support for pupils in Y1 to ensure catch-up to national expectations in Phonics.
Priority 3	Increase support for pupils in Y1 to ensure catch-up to national expectations in Phonics and KS1 SATS
Priority 4	Increase support for pupils in Y3 close gaps towards national expectations in all areas. Secure progress in all areas.
Priority 5	QFT and additional small group maths interventions for disadvantaged pupils falling behind age-related expectations

Teaching Outcomes: Priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average at expected and above average progress scores in KS2 Reading	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 21
Progress in Mathematics	Achieve above national average at expected and above average progress in KS2 Mathematics	July 21
Y2 Phonics	Achieve national average expected standard in delayed Phonics Screening Check	Autumn 2020
Y1 Phonics	Achieve national average expected standard in PSC	June 21

Wider strategies for current academic year

Measure	Activity
Priority 1	Positive learning environment and daily support for pupils, post lockdown and during continuing social unrest linked to COVID 19.
Priority 2	Specific 'Mental Health' support for pupils. Increased demand linked to anxiety.
Priority 3	Attendance monitoring and support for disadvantaged pupils.
Barriers to learning these priorities address	Improving; attendance, readiness to learn, reducing anxiety and providing specific additional support for the most disadvantaged pupils

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and focus on additional needs.	Use of INSET days and additional cover being provided by Senior Leadership Team.
Targeted support	Ensuring enough time for school maths-lead to support pupil tracking and monitoring activities	Maths lead paired with part-time teacher. Provide additional management time. Additional Learning Support Staff
	English lead to develop additional pupil tracking and monitoring activities. Identify additional intervention activities	Non-contact time increased to support: <ul style="list-style-type: none"> • Time to complete tasks • Liaison with all Staff • Work with pupils • Contact parents
Wider strategies	Engaging and supporting the families facing most challenges	Whole school approach. Open door policy and focussed communication.

Review: Previous aims and outcomes

Aim	Outcome
Progress in KS2 Reading and Writing	Mixed outcomes 2018 well-above and 2019 well-below for expected standard and progress. 2020 pupils on track for both expected and progress measures.
Progress in KS2 Mathematics	Mixed outcomes 2018 well-above and 2019 well-below for expected standard and progress. 2020 pupils on track for both expected and progress measures.
Phonics	In 2017 and 2018 the outcomes for disadvantaged exceeded national average. In 2019 that fell significantly due to a combination of factors, but specifically SEND. 2020 pupils on track for both expected and progress measures. Aim: Disadvantaged pupils to meet national average or above in Y1 and Y2 Summer 2021.