

St John's Primary Pupil Premium Strategy Statement



Review: 2019-20 Covid-19 Provision

There has been a huge impact on education due to Covid-19 and the global pandemic.

We know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and St John's has worked hard to mitigate this.

We have continued to address the challenges faced by pupils who experience social disadvantage and St John's has put in place the following measures to support all families, including those eligible for the pupil premium grant whilst in lockdown:

- Providing additional support to access remote learning
- Inviting children into school due to vulnerabilities, the lack of quiet space to work at home etc
- Regular weekly or fortnightly phone calls to support the child or parents/carers
- Providing home learning paper work books
- Delivery of school resources eg books, pens, rulers
- Assessing the need for digital devices and providing laptops and iPads where needed
- Door step visits to the more vulnerable
- Working with additional services such as social care, health teams and education welfare to ensure that families are supported
- Sending packs of reading books home
- Delivering a gift of a chosen reading book
- Delivering catch up maths and English books from Oak Academy for the summer
- Offering Third Space Maths tuition for PP pupils
- A few PP children still accessed online clubs (eg Drama and music tuition)
- Play therapy, speech and language & ELSA was offered digitally or in school
- Specialist teachers continued in school and for those at home

The much-reduced opening of all schools in March 2019, followed by the period of widening opening of schools from 1st June has had a profound impact on the ability to implement the actions and strategies outlined in their current pupil premium strategy and/or planned expenditure. In addition, there was a lack of assessments and data to demonstrate impact. Some work was started in September 2019 until first lockdown in March 2020.

The DfE understands that due to coronavirus and school closures, it won't be possible for schools to evaluate the impact of your pupil premium for all of the 2019/20 academic year.

Below is an overview of the aims from the **Pupil Premium Strategy 2019-2020** and an indication of what was achieved given the restrictions.

Review: 2019-20 aims and outcomes

| Aim | What we were able to continue with |
|--|---|
| Continue with the Famous 5 Strategy. Teachers to record barriers, targets and SC on an Above and Beyond form. | Introduced new Famous Fewer Strategy and Above and Beyond forms with an emphasis on fewer pupils with smarter achievable targets There were 51 pupils selected across 18 classes at first check point (end T2 2019) Out of this 16 were PP and 14 SEND. 49 pupils at check 2 |
| Quality First Teaching and developing the interactions between adults and pupils - What does support look like at St John's | This was one of teachers' appraisal targets and their professional audits showed improvements of an average 10.05 points (the success criteria was to improve by 10) LSA training and development about encouraging independence and using the scaffolding framework, giving the least amount of help first. |
| Teachers to be released from class to pre-teach F5 and low attainers. | There was lots of soft data and feedback from teachers as to the value of pre-teaching. Overall many notable successes. |
| Play therapy and nurture sessions | We did strive given the restrictions, to offer support to pupils either via regular phone calls, zoom therapy sessions or in school. |
| Tutoring | This did continue for 2 x CiC |
| Targeted musical instrument lessons and extra-curricular club participation. Including opportunities to perform. Club providers offering a free place to PP Payment of clubs and trips | Clubs (music, sport, drama, craft) taken up by PP pupils in T1 & 2 was 31/38 pupils (not offered to EYFS) Term 3 33/35 pupils Agents of Change project |

Looking forward to 2020-2021 to address the negative impact of Covid-19 we will combine the pupil premium grant with the government catch-up funding to help accelerate the academic progress for our disadvantaged pupils. Some of the grant will also go towards supporting mental health and wellbeing such as ELSA and play therapy. We are now planning the curriculum for all our children based on their needs, particularly focussing additional support for our disadvantaged and vulnerable pupils who may have been more adversely affected by the partial school closure. This has informed the planning of our 3-year strategy for raising the attainment of disadvantaged children at this school. We will include original plans implemented in 2019 as well as the SIP priorities.

School overview for 2020-2021

| | |
|---|----------------------------------|
| School name | St John's Primary C of E Primary |
| Pupils in school | 495 |
| Number and proportion of disadvantaged pupils | 39 pupils / 8% |
| Pupil premium allocation this academic year | £62,400 |
| Publish date | September 2020 |
| Review date | July 2021 |
| Academic years covered by strategy | 2020 - 2023 |
| Pupil premium lead | Ali Vining |
| Governor lead | Alex Fawcett and Merche Clarke |

Disadvantaged pupil progress scores for last standardised assessment point July 2019

(Due to Covid-19 there were no assessments July 2020)

Data for the **2019 KS2** pupils making the expected standard

| Subject | Disadvantaged pupils at St John's | Rest of cohort St John's | Disadvantaged Pupils nationally | Non-disadvantaged pupils nationally |
|----------|-----------------------------------|--------------------------|---------------------------------|-------------------------------------|
| Reading | 86% | 80% | 62% | 78% |
| Writing | 71% | 84% | 62% | 83% |
| Maths | 71% | 90% | 67% | 84% |
| Combined | 57% | 76% | 51% | 71% |

Strategy aims for disadvantaged pupils

| Aim | Activity |
|---|--|
| <p>Increase the percentage of disadvantaged pupils:</p> <ol style="list-style-type: none"> 1) achieving at least the expected standard in reading, writing and maths. 2) making progress across KS2 at least in line with all children in school cohort | <p>Quality First Teaching for all Assessments and conferencing. Teachers released to identify areas for support and then released to work with pupils in the afternoons to embed learning.</p> |
| <p>Developing good emotional health, self-regulation, happiness and wellbeing</p> | <p>ELSA sessions, play therapy, PSHE (SIP priority 4) Training for staff</p> |
| <p>Raise the profile and confidence of PP pupils through encouraging and supporting them to take up positions of responsibility within school and participation in enrichment activities in the wider community</p> | <p>PP lead to ensure that pupils have access to leadership roles and enrichment activities through provision mapping and raising the profile of PP in school Agents of Change</p> |
| <p>Increase the 'cultural capital' of all disadvantaged pupils to close the gap with their non-disadvantaged peers</p> | <p>To develop an Art, DT and Geography curriculum which has a strong focus on core knowledge and skills, is cohesive and has purposeful connections (inputs and outputs) with the local, national and global community (SIP priority 2) Ensure a tight lens focuses on PP children and their experiences and backgrounds</p> |
| <p>Develop pupils' capacity to regulate their own behaviour and learning and increase independence</p> | <p>Develop the whole school focus on scaffolding learning and promoting independence. Training and support for LSAs. (SIP priority 1)</p> |

Teaching priorities for 2020-21

We plan to use a tiered planning model for the first year and then review the approach. This will see us balance approaches to improving **teaching**, **targeted academic support** and **wider strategies**. We will plan for and make effective use of pupil progress meetings to monitor and plan for those pupils not meeting expectations or making slower progress in all subjects.

| Priority | Activity |
|--|--|
| Quality First Teaching | Ensure all teachers follow our QFT Expectations document (see link below) SLT monitoring and focussed support. |
| Progress in Reading, including phonics | <p>SIP Priority 5</p> <p>Y1/2 Phonics interventions (Extra staffing in EYFS and Y1/2 to support targeted 1:1 reading and phonics, NELI & FFT)</p> <p>NELI training</p> <p>Focused support on ensuring disadvantage pupils reach expected standard at Y1</p> <p>Intervention for Y1/2 not meeting the standard and rigorous handover Y2 to Y3</p> <p>Follow the phonics progression document</p> <p>PM Benchmarking</p> <p>Reading Assessment Grids (RAGs) Y1/2 and PIRA assessments Y3-6 completed by teachers and gaps to be addressed including distance from age related expectations</p> |
| Progress in Writing | <p>Developing writing stamina and handwriting (due to lockdown and limited writing experiences and increased keyboard work)</p> <p>Writing Assessment Grids (WAGs) Y1-6 completed by teachers and gaps to be addressed including distance from age related expectations</p> |
| Progress in Mathematics | <p>SIP Priority 3</p> <p>Greater provision of models and images to support children's understanding of mathematical concepts</p> <p>Maths Assessment Grids (MAGs) Y1/2 and PUMA assessments Y3-6 completed by teachers and gaps to be addressed including distance from age related expectations</p> <p>Monitor improvements in times tables</p> |
| Other | Continued work on scaffolded support for independent learning EYFS focus on key areas (Characteristics of Effective Learning, social and motor skills) |
| Projected Spending | Cross over with teacher tuition catch up funding £18,000 |

Targeted academic support for 2020-21

For children who need more than QFT can provide

| Priority | Activity |
|---|--|
| Progress and Attainment (R, W or M) | Child is chosen as 'Famous Focus' and teacher and pupil work on small achievable targets in class. Recorded on target card. Reviewed regularly |
| Progress and Attainment (R, W or M) | Teacher tuition – child works 1:1 or in small group depending on need, mainly with class teacher in the afternoons. |
| Progress and Attainment (R, W or M) | Interventions: FFT Reading, NELI, Nessy, BMO and Sensory Circuits. We will be investigating other relevant well researched interventions. |
| Barriers to learning these priorities address | Gaps in learning, specific difficulties with key skills in English and maths, engagement in learning |
| Projected spending | £40,000 |

Wider strategies for 2020-21

| Priority | Activity |
|--|--|
| Support for SEMH | SIP Priority 4. Focus on SEMH through the curriculum for all, staff training and increased awareness. Provision for groups or individuals. Play therapy or ELSA for identified pupils |
| Support for families accessing learning at home | Ensuring if children sent home to isolate on a short-term basis or if we experience further lockdowns there is robust support and procedures in place to support families. Follow the school guidance. |
| Attendance | Work with the admin team to ensure close monitoring of PP attendance and punctuality |
| Barriers to learning addressed by these priorities | Low self- esteem, low mood, lack of resilience and self-regulation |
| Projected spending | £10,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|----------------------------------|--|--|
| Teaching and learning priorities | Ensuring that quality first teaching is happening in all our classes (with the added | CPD and sharing QFT expectations with all teachers. SLT monitoring & support |

| | | |
|------------------|--|--|
| | challenge of Covid restrictions and different adults getting into classes) | timetable. Professional development and coaching. |
| Targeted support | Monitoring and evaluating the impact of teacher tuition out of class | Teachers will be asked to set targets and success criteria for a pupil in catch up tuition and RAG rate against these. This will be fed into an online form for HLT monitoring |
| Wider strategies | Measuring pupils' wellbeing and impact of SEMH lessons, ELSA, play therapy | Entry and exit questionnaires, pupil, teacher and parent voice |

Our 3-Year Strategy will be verified by our Governing Body. We are confident that the reviewed plan will enable us over time to implement our carefully chosen evidence-informed strategies that result in a closing of existing attainment gaps. The new 3-year plan will continue to be regularly reviewed in each year of its cycle.

See link [here](#) to St John's Catch Up for 2020-2021

See link [here](#) to SIP 2019-2021

See link [here](#) to St John's Expectations document for Quality First Teaching