

Pupil premium strategy statement including impact

Summary information				
School	St John's C.E Primary School			
Academic Year	2019/2020	Total PP budget	153,080	
Total number of pupils	343	Number of pupils eligible for PP	96	

Attainment	Pupils eligible for PP (school)				Pupils eligible for PP (national average 2019)
		2017	2018	2019	National-2019
EYFS					
% of pupils achieving GLD	All pupils	64	68.5	67	72
	FSM	54	33	70	
% of pupils meeting phonics screening standard in Year 1	All pupils	80	77	84	82
	FSM	68	58	69	
	Non FSM	87	83	88	
% of pupils meeting phonics screening standard in Year 2	All pupils	80	86	93	
	FSM	63	83	94	
	Non FSM	100	88	92	
Key Stage One					
% achieving at least expected standard in reading	All pupils	58	70	68	75
	FSM	24	63	63	

	Non FSM	74	77	74	
% achieving at least expected standard in writing	All pupils	51	68	63	69
	FSM	18	47	62	
	Non FSM	66	80	67	
% achieving at least expected standard in maths	All pupils	65	75	70	76
	FSM	47	58	63	
	Non FSM	74	83	75	
Key Stage Two					
% achieving at least expected standard in writing	All pupils	42	64	71	78
	FSM	19	55	54	
	Non FSM	51	68	78	
% achieving at least expected standard in reading	All pupils	61	58	71	73
	FSM	44	55	61	
	Non FSM	68	65	75	
% achieving at least expected standard in maths	All pupils	65	78	80 (85)	79
	FSM	50	70	69	
	Non FSM	71	80	83	

2019 2020	
Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Attainment in reading, writing and maths (ARE and GD) has improved and now needs to continue on this trajectory to close the gap with non-pupil premium pupils. <i>1 & 5 – curriculum vision</i>
B.	Reading and vocabulary – a significant proportion of pupils join reception with language and reading skills that fall well below national expectation <i>5 – curriculum vision</i>
C.	Fully access a broad and rich curriculum that reflects the context of our pupils and maximises learning through first hand experiences <i>1, 3, 5 & 7 – curriculum vision</i>
D.	Embedded opportunities across the curriculum to nurture self-confidence, resilience and questioning that challenges their learning and so raising aspirations <i>4 – curriculum vision</i>
External barriers	
E.	Attendance – attendance for pupil premium pupils is below that of non-pupil premium pupils by 2%
F.	Parental engagement with school is often lower for this group of pupils <i>8 – curriculum vision</i>
Desired outcomes 2020	Success criteria
A.	Through high quality curriculum provision, pupil premium pupils make at least expected levels of progress across the curriculum from their starting point to enable them to achieve their full potential. Attainment gap with non-pupil premium pupils continues to narrow in reading, writing and maths.
	Continuous quality first teaching that meets the need of all learners. Timely, targeted intervention support enables accelerated progress to close gaps in learning Consistency in parental engagement to support their child's learning

B.	<p>Pupils demonstrate a love of reading and are immersed in a rich vocabulary that they can understand and apply across the curriculum.</p> <p>Pupils are making at least good levels of progress from their starting point in reading and attainment gap with non-disadvantaged learners has closed.</p>	<p>They have regular access to a range of high quality and engaging texts across the curriculum.</p> <p>They talk enthusiastically about books they have read and can apply their learning to other aspects of the curriculum.</p> <p>They understand and apply a range of age appropriate vocabulary in their learning across the curriculum.</p> <p>Shared opportunities in school with parents so they are equipped to support their child with reading.</p>
C.	<p>Pupil premium pupils can fully access a rich and broad curriculum to make at least expected level of progress and achieve in line with non-pupil premium learners.</p>	<p>Curriculum is designed based on the context of the learners</p> <p>Planning meets the individualised needs of all learners</p> <p>Opportunities for learning from first-hand experience</p> <p>Provoke pupil curiosity and invite questioning that challenges their learning experience</p>
D.	<p>Pupils demonstrate self-confidence, independence and resilience in their learning. They can question and challenge their thinking to promote greater depth.</p>	<p>Opportunities to question are embedded within the curriculum</p> <p>Opportunity to 'risk take' within a safe environment</p> <p>Carefully scaffolded support leads them to independence</p>
E.	<p>Attendance for pupil premium pupils is at least 95% and so narrowing the gap with national average and non-pupil premium pupils in school.</p>	<p>Excellent attendance is given high priority across the school for all pupils.</p> <p>Attendance Officer, along with leadership team, works with families to support their children attending school on a regular basis.</p>
F.	<p>Parental engagement within the life of the school is strong for pupil premium pupils and so maximising pupil's learning experience and social development at school to enable all pupils to flourish.</p>	<p>Effective two-way communication between teaching staff and parents on a day-to-day basis.</p> <p>Open afternoons and events offer parents opportunity to join with their child in their learning in school.</p> <p>Early Help Offer – signposts parents to a range of support from within school and via external providers.</p>

Planned expenditure			
Academic year	2019/2020		
The three headings below enable schools to demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies			
i. Quality of teaching for all			
Total budgeted cost (expenditure)	What is the evidence and rationale for this choice? approach	Chosen action /approach	Outcomes of spend
Pupil Premium Lead	All barriers	A Pupil Premium Lead ensures that focused support and provision is in place across the school for this group of pupils. Timely and meaningful strategies/provision are embedded and regularly reviewed to enable continuous improvement.	Whole school focus on raising progress and attainment for disadvantaged pupils has been ensured. Timely and meaningful strategies/provision are implemented and reviewed through an ongoing cycle. Increasing evidence of accelerated progress across the school in reading, writing and maths.
Whole staff training opportunities	A, B, C, D	Training for whole staff is implemented in response to pupil need and attainment outcomes.	Increased level of staff skill and expertise that ensures quality first teaching for all learners.

SEND provision	Barriers A, B, C and D	<p>SENDCo ensures that a personalised curriculum is implemented for pupil premium pupils with a special educational need so they can fully access the curriculum and make at least expected progress from their starting point.</p> <p>A personalised curriculum is achieved through:</p> <ul style="list-style-type: none"> - Quality first teaching - Pastoral support - Targeted intervention 	<p>A tailored curriculum that is differentiated to meet the needs of individual learners ensures pupils can access the curriculum and make expected progress from their starting point.</p> <p>A range of interventions and pastoral support provides additional layer of support.</p>
ii. Targeted support			
Total budgeted cost (expenditure)	What is the evidence and rationale for this choice? approach	Chosen action /approach	Outcomes of spend
Targeted intervention support	<p>Barrier A and B</p> <p>EEF highlights a 6 month increased pupil progress</p>	<p>Timely, targeted interventions are put in place to accelerate learning and close the attainment gap.</p> <p>These can include: Sound training, code x, phonics and maths</p>	<p>Intervention outcomes evidence at least good progress and often accelerated to close gaps in learning.</p> <p>Pupils demonstrate increased confidence and self-belief to become independent learners.</p>
Phonics intervention	<p>Barrier C</p> <p>EEF shows 1:1 provision giving a 4 months progress</p>	<p>1:1 and small group intervention additional to daily phonics provision will be delivered at least three times a week by a highly trained phonics lead.</p>	<p>Year 1 phonics screening took place in December 2020 due to COVID.</p> <p>The overall pass rate was 85% with PP pupils achieving 79%. In 2019, the pass rate for this group of pupils was 69%.</p>

Speech and language	Barrier A - C	Targeted intervention work for pupils. 1:1 and small group work is implemented on a weekly basis. These are personalised programmes of work that are pitched to specifically meet the needs of the pupils.	Effective intervention ensures pupils achieve their targets to meet age related expectations.
Pastoral support	Barrier	Children identified as requiring pastoral support will receive 1:1 support from a trained member of staff in school. A programme of work will be put in place that specifically supports the needs of the pupil.	Through carefully tailored provision, pupil's wellbeing is effectively supported to enable them to thrive and demonstrate a readiness to learn and develop in all aspects of school
Attendance Officer	Barrier E and F	<p>The attendance officer works with and supports families in improving their child's attendance to good (96% or above) so that they can achieve their full potential both academically and socially & emotionally.</p> <p>The attendance officer is on the playground at the start of everyday to liaise with parents. They are available to meet with and support families in getting their child into school.</p>	<p>The Attendance Officer works with families to provide support to enable their children to regularly attend school.</p> <p>Attendance for disadvantaged pupils: March 2020 93.4% Worcester: 92.5%</p>
<p>Extra-curricular opportunities:</p> <p><i>Sporting activities</i> <i>Music tuition</i> <i>School trips and residential events</i></p>	Barrier B, E	<p>Having the opportunity to experience an enriched curriculum is central to enabling children to flourish as independent learners. A range of extra-curricular clubs and activities are available for pupils to access. This includes sporting opportunities, music clubs and tuition, including taking accredited music exams.</p> <p>All school trips and residential events are subsidised</p>	<p>In the Autumn term (pre-lockdown), there were increased opportunities for children to experience a range of extra-curricular activities. All residential and school trips were cancelled due to COVID.</p>

Alternative provision	Barrier	An accredited programme of work to support pupil's development in four key areas of: physical activity, personal interest work in the community and outdoor activity.	Pupils attending alternative provision have demonstrated increased confidence and self-esteem.
iii. Other			
Total budgeted cost (expenditure)	What is the evidence and rationale for this choice?	Chosen action /approach	Outcomes of spend
Family Learning	Barrier D and E	Weekly Family Learning sessions are held in school for parents to attend and share quality learning time with their child. There are courses available for parents and carers to obtain accredited qualifications.	Autumn term – attended by a number of parents. Sessions were cancelled in Spring and Summer term due to COVID
Breakfast Club	Barriers A - D	Daily breakfast club is offered to all pupils. This provides pupils with a healthy breakfast to begin their day and an invaluable opportunity to socialise with their friends across the school.	Pupils demonstrate an increased readiness to learn and begin the day in a settled manner.
FSM – milk FSM – meals	Barriers A - D	All FSM pupils are offered a daily meal and milk every break time	Gives children an energy boost and supports a healthy diet.

Swimming transport	Barrier F	Pupils are given the opportunity to attend swimming lessons.	Pupils have opportunity to develop their swimming and water safety skills in line with national curriculum requirements. Swimming sessions were cancelled in Spring and Summer term due to COVID
--------------------	-----------	--	---

Summary Information			
School	St John's C.E Primary School	Pupils	352
Year	2020/2021	Pupil Premium pupils	107
		Total Pupil Premium Budget	£141,240

2020 2021	
Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Attainment in reading, writing and maths (ARE and GD) has improved and now needs to continue on this trajectory to close the gap with non-pupil premium pupils, particularly in light of gaps that will have arisen from school closure due to COVID. <i>1 & 5 – curriculum vision</i>
B.	Reading and vocabulary – a significant proportion of pupils join reception with language and reading skills that fall well below national expectation which has been compounded this year by lockdown and missed time in nursery. In other year groups, lost learning through COVID will impact significantly, particularly in terms of core reading skills. <i>5 – curriculum vision</i>
C.	Fully access a broad and rich curriculum that reflects the context of our pupils and maximises learning through first hand experiences. The impact of lockdown means that these opportunities have significantly reduced. <i>1, 3, 5 & 7 – curriculum vision</i>
D.	Mental health and wellbeing – children demonstrate an emotional readiness to learn back in the classroom after learning from home over a sustained period of time. <i>4 – curriculum vision</i>

External barriers	
E.	Due to national lockdown and children being out of school for a prolonged period of time, this has had a significant impact in both their learning and mental health and wellbeing.
F.	Attendance – attendance for pupil premium pupils is below that of non-pupil premium pupils by 2%
G.	Parental engagement with school is often lower for this group of pupils.
Desired outcomes 2021	
Success criteria	
A. (E)	Through high quality curriculum provision, pupil premium pupils make at least expected levels of progress across the curriculum from their starting point to enable them to achieve their full potential. Attainment gap with non-pupil premium pupils continues to narrow in reading, writing and maths.
B. (E)	Pupils demonstrate a love of reading and are immersed in a rich vocabulary that they can understand and apply across the curriculum. Pupils are making at least good levels of progress from their starting point in reading and attainment gap with non-disadvantaged learners has closed. Reading fluency is age appropriate.
C. (E)	Pupil premium pupils can fully access a rich and broad curriculum to make at least expected level of progress and achieve in line with non-pupil premium learners. Gaps in learning due to COVID-19 are closed/significantly reduced by the end of the year.
	Continuous quality first teaching that meets the need of all learners. Timely, targeted intervention support enables accelerated progress to close gaps in learning Consistency in parental engagement to support their child's learning
	They have regular access to a range of high quality and engaging texts across the curriculum. They talk enthusiastically about books they have read and can apply their learning to other aspects of the curriculum. They understand and apply a range of age appropriate vocabulary in their learning across the curriculum. Reading fluency is age appropriate. Shared opportunities in school with parents so they are equipped to support their child with reading.
	Curriculum is designed based on the context of the learners Planning meets the individualised needs of all learners Opportunities for learning from first-hand experience Provoke pupil curiosity and invite questioning that challenges their learning experience

D. (E)	Pupils demonstrate self-confidence, independence and resilience to enable them to fully access the curriculum and to achieve their potential, socially, emotionally and academically.	<p>Effective pastoral provision both through Quality First Teaching and intervention work.</p> <p>Carefully scaffolded support in the classroom leads them to independence</p> <p>Opportunities for pupils to challenge their learning and 'risk take' in a supported and safe environment.</p>
F.	Attendance for pupil premium pupils is at least 95% and so narrowing the gap with national average and non-pupil premium pupils in school.	<p>Excellent attendance is given high priority across the school for all pupils.</p> <p>Attendance Office, along with leadership team, works with families to support their children attending school on a regular basis.</p>
G.	Parental engagement within the life of the school is strong for pupil premium pupils and so maximising pupil's learning experience and social development at school to enable all pupils to flourish.	<p>Effective two-way communication between teaching staff and parents on a day-to-day basis.</p> <p>Open afternoons and events offer parents opportunity to join with their child in their learning in school. (online during COVID restrictions)</p> <p>Early Help Offer – signposts parents to a range of support from within school and via external providers.</p> <p>Online Family Learning opportunities.</p>

Planned expenditure			
Academic year	2020/2021		
The three headings below enable schools to demonstrates how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies			
iv. Quality of teaching for all			
Total budgeted cost (expenditure)	What is the evidence and rationale for this choice? approach	Chosen action /approach	Desired Outcome

Pupil Premium Lead	All barriers	A Pupil Premium Lead ensures that focused support and provision is in place across the school for this group of pupils. Timely and meaningful strategies/provision are embedded and regularly reviewed to enable continuous improvement.	Performance standards for this group of pupils are raised to bring in line with non-pupil premium pupils. A supportive partnership with parents and all stakeholders enables the pupils to thrive and achieve their potential.
Whole staff training opportunities e.g Understanding Trauma, Bereavement, Motional programme.	Barriers A, B, C, D, E	Training for whole staff is implemented in response to pupil need and attainment outcomes.	Increased level of staff skill and expertise to ensure quality first teaching that is fully accessible to all.
SEND provision	Barriers A, B, C D and E	<p>SENDCo ensures that a personalised curriculum is implemented for pupil premium pupils with a special educational need so they can fully access the curriculum and make at least expected progress from their starting point.</p> <p>A personalised curriculum is achieved through:</p> <ul style="list-style-type: none"> - Quality first teaching - Pastoral support - Targeted intervention - Speech and language- quality first provision - -Educational Psychologist 	<p>Pupils make at least expected progress from their starting point and in context to their SEND need.</p> <p>Through a carefully tailored curriculum, the children thrive and grow in confidence and self-esteem.</p> <p>Parental links are strong to ensure the best outcomes for pupils.</p>

Deployment of additional support in the classroom	A, B, C, D	Support staff are effectively deployed within the classroom to enhance quality first provision, allowing pupils to fully access their learning alongside their peers.	Pupils are effectively supported within the classroom to make at least expected progress from their starting point and equally achieve alongside all pupils. Pupils demonstrate increased confidence and level of independence.
v. Targeted support			
Total budgeted cost (expenditure)	What is the evidence and rationale for this choice? approach	Chosen action /approach	Desired Outcome
Targeted intervention support	Barrier A, B and D EEF highlights a 6 month increased pupil progress.	Timely, targeted interventions are put in place to accelerate learning and close the attainment gap across the school. These can include: Code x, phonics and maths	Timely intervention ensures accelerated progress and so closing gaps in learning. Skills and knowledge acquired through intervention are applied across the curriculum.
Phonics intervention	Barrier C EEF shows 1:1 provision giving a 4 months progress	1:1 and small group intervention additional to daily phonics provision will be delivered at least three times a week by a highly trained phonics lead.	Attainment gap with non-pupil premium pupils is closed.

Speech and language	Barrier A - C	<p>Targeted intervention work for pupils. 1:1 and small group work is implemented on a weekly basis. These are personalised programmes of work that are pitched to specifically meet the needs of the pupils.</p> <p>In Early Years Foundation stage, a high level of specialist support is in place.</p>	<p>Early intervention with pupils on entry to school.</p> <p>Pupil's speech and language development is in line with expectation for their age.</p> <p>Language is not a barrier to them accessing the curriculum. Self-confidence has increased to enable them to thrive both academically and socially.</p>
Pastoral support	Barrier – D, E	<p>Children identified as requiring pastoral support will receive 1:1 support from a trained member of staff in school and a programme of work will be put in place that specifically supports the needs of the pupil, through the Motional Programme.</p>	<p>Through carefully tailored support, pupils thrive and demonstrate a readiness to learn and develop.</p>
Attendance Officer	Barrier E, F and G	<p>The Attendance Officer works with and supports families in improving their child's attendance to good (96% or above) so that they can achieve their full potential both academically and socially & emotionally.</p> <p>The Attendance Officer is on the playground at the start of everyday to liaise with parents. They are available to meet with and support families in getting their child into school.</p>	<p>Improved attendance for this group of pupils to be in line with national expectation of 96%</p> <p>The importance of excellent attendance is recognised and upheld by all stakeholders.</p>

<p>Extra-curricular opportunities:</p> <p><i>Sporting activities</i> <i>Music tuition</i> <i>School trips and residential events</i></p>	Barrier A - D	<p>Having the opportunity to experience an enriched curriculum is central to enabling children to flourish as independent learners. A range of extra-curricular clubs and activities are available for pupils to access. This includes sporting opportunities, music clubs and tuition, including taking accredited music exams.</p> <p>All school trips and residential events are subsidised</p>	<p>Increased opportunities for children to experience a range of activities that positively impacts on their emotional well-being and academic achievements.</p>
Alternative provision	Barriers A - E	<p>Forest School provision is available for pupils to support their social and emotional learning through a tailored programme of work that meets their individualised needs.</p>	<p>Pupils accessing the provision will demonstrate increased confidence and self-esteem and so enabling them to access learning in school and achieve their potential both academically and socially and emotionally.</p>
vi. Other			
Total budgeted cost (expenditure)	What is the evidence and rationale for this choice?	Chosen action /approach	Desired Outcome
Family Learning (course online)	Barrier D and E	<p>Family Learning sessions are available for parents to attend and share quality learning time with their child. These are courses respond to need brought about by COVID.</p>	<p>Online Family Learning programmes empower parents to be able to develop strategies to effectively support their child's learning and development.</p>
Breakfast Club	Barriers A, E, F, G	<p>Daily breakfast club is offered to all pupils. This provides pupils with a healthy breakfast to begin their day and an invaluable opportunity to socialise with their friends across the school.</p>	<p>Pupils demonstrated an increased readiness to learn and begin the day in a settled and positive manner.</p>

<p>FSM – milk FSM – meals</p>	<p>Barriers A - D</p>	<p>All FSM pupils are offered a daily meal and milk every break time</p>	<p>Give children an energy boost and support a healthy diet.</p>
<p>Swimming transport (currently suspended due to COVID)</p>	<p>Barrier C</p>	<p>Pupils are given the opportunity to attend swimming lessons.</p>	<p>Pupils have the opportunity to develop their swimming and water safety skills in line with national curriculum requirements.</p>