

St Jude's C of E Junior School Pupil Premium Strategy



Pupil premium spending current academic year

| SUMMARY INFORMATION | | | |
|--|----------|---|------------|
| Date of most recent pupil premium review: | July '19 | Date of next pupil premium review: | March 2021 |
| Total number of pupils: | 243 | Total pupil premium budget: | £80,520 |
| Number of pupils eligible for pupil premium: | 23.9% | Amount of pupil premium received per child: | £1,345 |

Assessment information

| Attainment: End of KS2 | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) (PP national) |
|---|---|--|
| % achieving in reading, writing and maths | SATs 2019: R, W,+M=27% R= 36%, W= 36%, M=55% | SATs 2019: R, W,+M=71% (51%) R= 78% (62%), W= 83% (68%), M=84 (67)% |
| % making progress in reading | SATs 2019 progress score: -2.63 | SATs 2019 progress score: -0.1 (-0.25) |
| % making progress in writing | SATs 2019 progress score: -6.42 | SATs 2019 progress score: -0.8 (-2.75) |
| % making progress in maths | SATs 2019 progress score: -0.21 | SATs 2019 progress score: +0.3 (-0.7) |

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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|---|--|
| A | Low starting points from KS1 |
| B | Attitudes to learning |
| C | Emotional, social and behavioural difficulties |
| D | Poor confidence, independence and emotional resilience |
| E | Weak language and communication skills |
| F | Special Educational Needs |

ADDITIONAL BARRIERS

External barriers

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|---|--|
| G | Low parental engagement (At school information evenings, parents evening and with homework). |
| H | Poor home learning environments |
| I | Attendance |
| J | Access to extra-curricular activities e.g. educational experiences such as trips, music lessons and participation in physical activities |

INTENDED OUTCOMES

| Specific outcomes | | Success criteria |
|-------------------|---|---|
| A | For all pupil premium pupils to achieve at least expected progress. | Data shows disadvantaged children are continuing to make better progress than previous year. End of KS results show a progress measure closer to 0. Intervention data shows support is effective in enabling pupils to make accelerated progress. Clear evidence of support for individual children. |
| B | To develop pupil premium pupils' emotional resilience. | ELSA/social interventions pre and post questionnaires show improvement in targeted behaviour. Behaviour incidents for disadvantaged pupils in line with peers Improvement in pupil RAG rating behaviour data. |
| C | To improve PP attendance so it is in line with non-PP. | PP attendance in line with non PP. |

Planned expenditure for current academic year

| ACADEMIC YEAR | | | | | |
|---|---|---|--|------------|----------------------------|
| Quality of teaching for all | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| <p>Effective wave 1 teaching support in class- focusing on individual gaps. Assistant SENDCo employed to allow more time for coaching and monitoring.</p> <p>Whole school focus (T and TA) on CPD to support all learners and develop independence.</p> <p>INSET day from STIPs team based on whole school audit of need.</p> | <p>Learning is matched to pupil need.</p> <p>Children make better progress</p> | <p>Data.</p> <p>EEF report on effective use of PP funding. OFSTED.</p> <p>SLT monitoring of planning, lessons and book scrutiny.</p> <p>Termly pupil progress meetings with DP and SEN focus.</p> | <p>SLT to monitor implementation through learning walks and observations, teacher and TA feedback.</p> | SLT | Termly |
| <p>Effective use of TAs to support independence and challenge in class.</p> <p>TA and T CPD.</p> <p>Monitoring and feedback.</p> | <p>Lower ability children are not only taught by teaching assistants.</p> <p>Teaching assistants' questioning helps to develop children's independence.</p> | <p>Sutton Trust report on effective TA deployment.</p> <p>Maximising impact of teaching assistants.</p> | <p>SLT to monitor implementation through learning walks and observations, teacher and TA feedback.</p> | SLT | Summer 2020 |

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| Whole school CPD. Timetabling for 3 spelling sessions a wk. Use of No- nonsense and RWI resources. Spellings linked to guided reading. Introduce new planning format. Purchase Spellodrome. | Embed spelling and phonics teaching across the curriculum. | EEF improving literacy in KS2. SLT monitoring of planning and lessons. Internal data and formative assessment identified spelling as barrier to writing progress, and phonics as barrier to reading. | Whole school spelling test to be applied at beginning and end of year. Consistent phonics assessment used to assess starting points and review progress. Internal progress data. Lesson observations | SLT | Termly |
| Total budgeted cost: | | | | | £35, 000 |
| Targeted support | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Matched intervention to need with notable impact on progress. | TA and T led interventions accelerate pupil progress and fill gaps in learning. | EEF guidance report on SEND. | Termly Pupil progress meetings and 1:1 meetings with TAs. Intervention observations. | SENDCo | Termly |
| RWI reading and phonics interventions. Raise the profile of reading across the school, through 'Author of the week', reading tree, class books. | Accelerated progress for low ability readers. | Accelerate progress for low ability readers. | Termly monitoring of progress through tracking of reading levels and phonics assessment. Pupil voice. | SENDCo English Lead | Termly |

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| Good progress for readers of all abilities. | Training of parent readers to support 2x week. | Increasing skills of parent readers, and frequency of reading, to help develop middle ability readers not making good progress. | Termly monitoring of progress through tracking of reading levels. | SENDCo English Lead | Termly |
| Total budgeted cost: | | | | | £25, 000 |
| Other approaches | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Healthy schools program completed. | Pupil's physical and emotional needs are met. | EEF recommendations for Social and emotional learning. | Working party established with termly reviews of progress. | SENDCo PSHE lead | Termly |
| PP Champion/HSLW ELSA 1:1 SEN meetings | Pupil's emotional resilience is improved. | Families are supported and parental engagement increased. Emotional needs of individual pupils are met. EEF Toolkit: Parental involvement= +3 months impact | Termly supervision sessions with HT Registers from parent evenings etc Pre and post questionnaires completed with T/parents for ELSA. Parental feedback for HSLW | HT SEN | Termly |
| Funded Lunch/before school/after school groups and clubs | Reduced incidents in lunchtime disruptive behaviour | Develop confidence, emotional resilience and social skills | Behaviour monitoring PP audit of school clubs Pupil and parent voice | SLT | Termly |
| Social skills groups | Pupils are able to socialise appropriately | Develop confidence, emotional resilience and social skills | Pre and post questionnaires and observations. | SENDCo | Termly |

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| HW club | Pupils have time to complete homework tasks if unable to do so at home. | Self-Esteem development Small group support | Pupil and parent voice. Attendance of club and homework completion | SLT | Termly |
| Funded Trips | Pupils are able to participate in school trips | Pupils are able to participate fully in school trips and residential visits Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and over- night stays on residential trips. | Trips attended. Impact evidenced in learning on trip and in follow up work. | SLT | Termly |
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| Total budgeted cost: | | | | | £24, 000 |

Review of expenditure from previous academic year

Due to Covid 19 it is not possible to effectively evaluate previous year's expenditure. A review will take place in March 2021.