



The Midsomer Norton Schools Partnership

St John's CofE Primary School Pupil Premium Report

2020-21

Pupil Premium strategy statement St John's CofE Primary School

1. Summary information					
School	St John's CofE Primary School				
Academic Year	2020/21	Total PP budget	£51000	Date of most recent PP Review	September 2019
Total number of pupils	441	Number of pupils eligible for PP		Date for next internal review of this strategy	September 2021
Pupil premium numbers last three years/allocation of money	2017-2018		£68,000		
	2018-2019		£66,780		
	2019-2020		£55 440		
	2020-2021		£51000		

2. Current attainment				
Based on March 2020 grades	Pupil progress scaled score (dis)	Average scaled score	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths				
% making progress in reading	80% at ARE			
% making progress in writing	60% at ARE			
% making progress in maths	80% at ARE			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low on entry starting points in levels of oracy in Reception is lower for PP pupils than for other pupils. This slows cohort progress in reading in Reception and Year 1.	
B.	Children starting school with identified/unidentified special educational needs.	
C.	Children with poor emotional and social development	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Children with poor attendance and punctuality	
E.	Low exposure to high quality talk time in home environment	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	Children make expected or better progress so that their attainment is in line with children from similar starting points.	Children make measurable and quantifiable progress in reading, writing and maths across the year based on summative tests. PP children are at least in line with national PP ARE which is - R - 76% W 78% M - 77% SPAG - 77%
B.	Improved oral and written language skills for PP pupils in EYFS and Key Stage One classes	ECAT and WELLCOMM assessments show good level of progress
C.	Year 1 PP pupils at ARE in phonics.	Pupils are engaged in additional phonics intervention and regular assessment demonstrates improvement. PP pupils to achieve in line with non PP at 90% at expected
D.	Increased attendance rates for pupils eligible for pupil premium	PP pupils to attend at national averages of 96%
E.	Pupils to have similar opportunities/experiences during their time at primary school as those from more affluent areas	Pupil feedback case studies and parental feedback.
F.	PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result, PP pupils develop greater resilience and an ability to overcome difficulties.	Children make progress in their social development as measured using Thrive and/or REST. This impacts on their attitudes towards academic challenges.

5. Planned expenditure

Academic year

2020/21

The table below enables schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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?
PP children with identified Speech and Language needs are supported.	Weekly Speech Therapy support for identified children. 1:1 work and small groups. Assessments completed and reports written to support EHCP process and identification of targets for TAs to work on.	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EFF)	Identified children make good progress from their starting points. Interventions support progress. Assessments show an increase from their baseline.	SENDCO/SLIP	Ongoing
PP children with identified SEN needs receive appropriate support.	Referrals completed. Assessments completed and reports shared with parents and other agencies to support EHCPs.	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. (EFF)	Outside agencies assess identified children and targets are implemented. Parents are aware of the school's concerns and reports are available to support progress.	SENDCO	Assessment periods - three times per year
PP children receive appropriate support in developing their phonic knowledge	Precision teaching Targeted in class support	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EFF)	PP children will have the skills to read books at their level, accurately and fluently. Pupils are engaged in additional phonics intervention and regular assessment demonstrates improvement. PP pupils to achieve in line with non PP at 90% at expected	Literacy Lead Class Teachers	Assessment periods - three times per year

PP children are able to access all educational and residential visits.	Parents are made aware of the ability to use PP to pay for residential and educational visits	We are aware that over the past few years the cost of a residential visit has increased significantly. Outdoor Adventure Learning +4 (EEF)	100% of PP children attend educational trips and visits.	PP lead	Ongoing
Ensure appropriate support for children with emotional/behavioural needs.	Resources to support: Thrive REST/Jigsaw	Jigsaw is a whole school approach to teaching children about their social and emotional needs alongside personal and health issues. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. (EFF).	PP children make good progress in their social and emotional development as measured by Thrive.	Wellbeing Team	Ongoing
Ensure that attendance of PP children is at least in line with non-PP children	Work closely with EWO and families to ensure that any barriers that pupils have are addressed. Golden Boot award for classes with 100% attendance encouraging all children to work together towards a team goal.	Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families. Increased attendance ensures access to learning and interventions.	PP pupils to attend at national averages of 96%	Headteacher PP lead	Ongoing
Effective use of classroom resources in order for PP children to fully access the curriculum.	Audit resources according to needs.	Digital Technology +4 (EEF)	PP children report they are more able to access learning without distractions Barriers to learning are overcome and PP children make marked progress.	SENDCO	Ongoing

Enhance the range of reading materials made available for PP children to read at home and at school.	Range of reading material used in class during small group and whole class reading lessons are high quality and offer enjoyment to a range of interests. Small group and whole class reading lessons follow a structured format ensuring that focus is on fluency at KS1 and comprehension skills when fluent.	Reading comprehension strategies +6 (EEF)	Pupil voice questionnaires show an increased engagement and enjoyment in PP children Planning shows awareness of PP children and planning for their individual needs PP children have increased opportunities to read at school	Literacy lead	Ongoing
Ensure children's learning is continued at home through homework activities which embed the fundamental skills for learning.	Appropriate homework tasks set according to the needs of the child. Ensure any barriers to children completing homework are addressed rapidly. Completion of homework tasks are celebrated and shared in school.	Homework +2 (EEF) Parental Involvement +3 (EEF)	Recall and application of basic skills and fundamentals is evident in children's books	PP lead Class teachers	Ongoing
Total budgeted cost					£51,000

6. Review of expenditure

Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Close the gap between FSM pupils and Non-FSM pupils.	<p>Pupil Premium Champion</p> <p>Monitor that the gap is closing rapidly by ensuring that effective strategies are implemented and that pupil progress is being closely monitored.</p> <p>Use appropriate strategies to support behaviour, safety, attendance and personal</p>	March 2020 data (so incomplete for the year) R - 80% at ARE W - 60% at ARE M - 80% at ARE	We will continue to have this role to monitor whole school progress, ensuring interventions are having an impact and are reviewed regularly.	£19,094

	<p>wellbeing of these pupils in order to close any gaps.</p> <p>EEF Likely impact on progress</p> <ul style="list-style-type: none"> • Feedback (+8) • Mastery Learning (+5) • Meta-Cognition (e.g. Growth Mindset) (+7) • Targeted Reading Comprehension (+6) • Small Group Tuition (+4) 			
Enhance children's reading range and cultural capital through text explored and themes covered	<p>Guided reading books and reading CPD</p> <p>EEF likely impact on progress</p> <ul style="list-style-type: none"> • Reading comprehension strategies (+6) 	These have been purchased. In performance management teachers are reporting that they are using a greater range and this is evidenced in monitoring.	We will continue to invest in children's reading books to ensure that we are providing the highest quality reading environment.	£1400
Provide reading books which are linked to phonics bug teaching (linked to letters and sounds) to ensure that children have a range of texts that they can access linked to the stage of phonics they are being taught.	<p>Phonics bug reading books</p> <p>EEF likely impact on progress</p> <ul style="list-style-type: none"> • Phonics (+4) 	<p>These have been purchased and are being used throughout Key stage one.</p> <p>Y2 baseline Sept 2020</p> <p>2A:</p> <p>Phase 2: 15%</p> <p>Phase 3 and 4: 27%</p> <p>Phase 5: 58%</p> <p>2B:</p> <p>Phase 2: 15%</p> <p>Phase 3 and 4: 35%</p> <p>Phase 5: 50%</p>	This year we will invest in the key stage reading books to ensure high quality text throughout the scheme.	£1338
<p>All staff are confident in implementing phonics bug as a resource for teaching phonics</p> <p>Children receive high quality phonics teaching, impacting on their fluency in reading</p>	<p>CPD focused on early reading, phonics and the wider curriculum</p> <p>EEF likely impact on progress</p> <ul style="list-style-type: none"> • Meta-Cognition (understanding and ownership of learning + expectation) (+8) • Mastery Learning (+5) • Phonics (+4) • Reading (+6) 	<p>Performance management reviews and monitoring show that all staff were confident in using this last year as a resource for teaching phonics.</p> <p>Y2 baseline Sept 2020</p> <p>2A:</p> <p>Phase 2: 15%</p> <p>Phase 3 and 4: 27%</p>	Will use it as a resource, not the sole resource, this year ensuring there are a variety of techniques being used. New staff will be trained as required.	£1000

		Phase 5: 58%		
		2B: Phase 2: 15% Phase 3 and 4: 35% Phase 5: 50%		

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children make rapid and sustained progress in all subjects over time from starting point	Intervention Teacher Provide specialised reading and maths teaching for groups including targeted pupils, allowing pupils to be taught in smaller teaching groups for maths. EEF likely impact on progress <ul style="list-style-type: none"> • One to one (+5) • Small Group Tuition (+4) • Feedback (+8) • One to one reading and Catchup (+5) • Reducing Class size (maths) (+3) • Parental Involvement (+3) • EHink Homework Club (+2) 	March 2020 data (so incomplete for the year) R - 80% at ARE W - 60% at ARE M - 80% at ARE	This year there will be a focus on Quality First Teaching, with Teachers and teaching assistants working together to provide an individualised curriculum for those that require it.	£22 740
To raise attainment and close gaps in reading, writing and mathematics through providing interventions at the earliest opportunity.	EYFS PP Teaching assistant EEF likely impact on progress <ul style="list-style-type: none"> • Early Years Intervention (+5) • TA support (+1) • Targeted Reading Comprehension (+6) • One to one support (+5) • Small Group Tuition (+4) • Training for TAs to support Mastery Learning (+5) 	SIMS Data - EYFS specifically 79.7% meeting GLD by March 2020 - incomplete year		£6481

Individuals are provided with the resources they need to successfully access the curriculum	Classroom resources to support learning <ul style="list-style-type: none"> To include: sit on wedge and desk privacy partition to improve concentration Numicon shapes to be included in maths box to aid maths learning in key stage two Headphones so that children can access Nessy programme. 	These items have been purchased for individuals to successfully access the curriculum.	We will continue to provide individuals with the resources that they need to successfully access the curriculum.	£313.47
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Trips and visits offered in order to broaden cultural capital and enable pupils to be exposed to and succeed in other areas outside the classroom.	Trip Subsidies	Majority of trips were cancelled due to COVID. Those that went ahead were evaluated by the EVC and Class Teacher as having been educational for all pupils, encouraging high aspirations. Parents offered discounts and payment schemes to help pay.	To continue this year.	£1000
Improved self confidence. Children feel ready for learning and are not pre occupied by not having the correct uniform.	Uniform allowance	Some families accessed this service - specifically our CP children. PTA have also set up a second hand uniform shop which sells the uniform at a discounted price.	To continue this year	£500
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