

Pupil Premium Strategy Statement including relevant Covid Catch up Funding

School overview

Metric	Data
School name	St. John with St. Michael CE primary
Pupils in school	110
Proportion of disadvantaged pupils	31%
Pupil Premium allocation this academic year	£39935
Catch up grant 2020-21	£8400
Recovery grant 2021-22	£4205
School Led Tutor Grant 2021-22	£4252.25
Academic year or years covered by statement	2019-2022
Publish date	8 th July 2021
Review date	1 st November 2022
Statement authorised by	Steven Rooney
Pupil premium lead	Steven Rooney
Governor lead	Simon Bramwell

Strategy aims for disadvantaged pupils September 2021-July 2022

Measure	Activity
Priority 1: Reading	<p>Purchase Read Write Inc. scheme and train all staff on how to deliver this approach effectively.</p> <p>Ensure all relevant staff receive training to deliver FTT interventions effectively.</p> <p>Employ an Academic Mentor to deliver FTT interventions.</p> <p>£8400 of the 2020-2021 catch up grant was invested to purchase the Read Write Inc scheme, resources and training.</p> <p>£4205 of the 2021-22 Recovery grant was invested to employ and additional teacher for the Summer half term- April-May. Additional teacher provided additional release time for our Deputy Headteacher to provide extra Read Write Inc FTT interventions and targeted teaching to support for our disadvantaged pupils.</p> <p>£4252.25 of the (2021-22) School-Led Tutor grant was invested to employ an Academic Mentor. Our Academic Mentor has worked with disadvantaged pupils in KS1 providing Read Write Inc FTT and targeted maths teaching to raise attainment.</p>

	<i>£5000 of the Pupil Premium grant was invested to purchase the Oxford Reading Tree reading scheme for KS2. Pupils in KS2 now have access to a wide range of high quality texts as part of their reading scheme. Disadvantaged pupils now have access to high interest texts matched to the level they are working.</i>
Priority 2: Maths	<p>Purchased Power Maths to ensure a consistent mastery approach to teaching mathematics is in place across the school, so that disadvantaged pupils can access high quality teaching and make rapid progress in maths.</p> <p>Employ an Academic Mentor to deliver mathematics interventions. (see costings above)</p> <p>Work with Maths Hub to introduce Mastering Number in all Reception, Year 1 and Year 2 classes. This will be in addition to their daily maths lesson.</p> <p>Audit maths resources across the school and ensure each class is resourced appropriately so that teachers can teach effectively.</p>
Priority 3: Learning and Teaching	Ensure staff use evidence-based whole-class teaching interventions.
Progress in Reading	Full covid recovery and achieve national average progress scores in statutory assessments in Reading by summer 2023.
Progress in Writing	Full covid recovery and achieve national average progress scores in statutory assessments in Writing by summer 2023.
Progress in Mathematics	Full covid recovery and achieve national average progress scores in statutory assessments in Maths by summer 2023.
Projected spending	£17652.25

Teaching priorities for current academic year 21-22

Aim	Action / Target / Desired Outcomes	Target date
Progress in Reading, Writing and Maths – those children who have fallen behind make accelerated progress and keep up with their peers or exceed prior attainment standards.	<p>All disadvantaged children make expected progress (eg. Expected to expected or greater depth to greater depth) from previous summer 2 and from previous key stage results.</p> <p>Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading (phonics and comprehension skills), spelling, handwriting and mental and written arithmetic.</p> <p>- Support staff and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons.</p> <p>Every child receives teaching which is no less than good in every classroom every day.</p>	July 22

	To sustain a reading culture that ensures all pupils read regularly and develop a love of books	
Progress in reading/language skills	<p>EEF – Improving CLL in early years – prioritise the development of communication and language</p> <p>EEF – improving literacy in KS1 – develop pupils’ speaking and listening skills and wider understanding of language – activities which extend pupils’ spoken/receptive language</p> <p>EEF – Improving literacy in KS2 – activities that extend pupils’ expressive and receptive vocabulary – collaborative learning activities where pupils can share their thought processes...pupils articulating their ideas verbally before they start writing.</p> <p>Engagement in NELI – Nuffield language programme</p> <p>Teacher and TA intervention for reading to be consistent across the whole school (Reading Plus).</p> <p>Access to pre-teaching of reading skills and exposure to texts.</p>	

Targeted academic support for current academic year (phonics) 21-22

Measure	Activity
Progress in reading	<p>Pupils will have daily opportunities to rehearse, practice and consolidate key skills in reading (phonics and comprehension skills).</p> <p>Ensure children at risk of falling behind receive targeted high-quality intervention monitored by Reading Lead and Trust Champion. Daily FTT for identified pupils including PP/disadvantaged.</p> <p>Pupils read regularly and have access to high quality books for personal and guided reading.</p>
Progress in reading/language skills	<p>Engagement in NELI – Nuffield language programme</p> <p>EEF – Improving CLL in early years – prioritise the development of communication and language</p>
Phonics	Achieve national average expected standard in PSC
Projected spending	£30,935 contribution from PP grant towards TA salaries across the school to support PP pupils’ in lessons, and to provide targeted interventions to promote progress.

Wider strategies for current academic year 21-22

Measure	Activity
<p>Progress in attendance</p> <p>Refer to www.gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully</p>	<p>Deployment of admin/pastoral staff to support families to improve attendance and eradicate persistent absenteeism</p> <p>To further improve attendance rate of disadvantaged pupils Funding to offer incentives for high attendance pupils</p> <p>Monitoring of attendance brings about an increase in PP attendance and a decrease in PA</p>
<p>Progress in parental awareness of PP funding</p> <p>EEF – provision of a range of initiatives to extend children’s experiences EEF Toolkit</p>	<p>Allocation of a PP champion in school and identified with parents. Engage with parents through open day events/year group learning events</p> <p>Ensure FS2 and KS1 parents are aware of funding and receive support for completing any necessary paperwork</p>
Projected spending	<p>£2000 contribution of PP grant towards support staff salary to address attendance and persistent absence issues.</p> <p>£1000 contribution from PP grant toward subsidising school trips.</p> <p>£1000 contribution from PP grant towards subsidising school uniform.</p>

Monitoring and Implementation 21-22

Area	Challenge	Mitigating action
Teaching	Ensure effective CPD is in place for all staff including any new staff.	<p>Use of inset days / TRUST Learning Communities</p> <p>Senior leaders to provide any additional release time/cover</p>
Targeted support	RWI FTT	<p>Reading lead to work with Trust Champion on RWI action plan.</p> <p>Coaching and next steps identified.</p>
Wider strategies	Engaging families facing the most challenges	Working closely with Trust / LA in providing outreach programmes / networks

Review: last year's aims and outcomes 20-21

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2021-2022.
Progress in Mathematics	Since introducing Power Maths, there has been a steady improvement in pupil progress for disadvantaged pupils across the school, particularly in EYFS, Year 1, Year 3 and Year 4.
Phonics	Improved progress following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by September 2023.
Wider Strategies	Improved attendance since last year. Persistent absence remains an issue but is improving. Focus on cross-school and across-LA working to address this issue.