



# St Andrews Church of England Junior School Pupil premium strategy – 2020-21



| 1. Summary information        |                                            |                                                 |          |                                                       |                |
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| <b>School</b>                 | St Andrews Church of England Junior School |                                                 |          |                                                       |                |
| <b>Academic Year</b>          | 2020/21                                    | <b>Total PP budget (financial year 2020/21)</b> | £105,495 | <b>Date of most recent PP Review</b>                  | September 2019 |
| <b>Total number of pupils</b> | 331                                        | <b>Number of pupils eligible for PP</b>         | 87       | <b>Date for next internal review of this strategy</b> | Autumn 2021    |

| 2.                                                        | Current attainment KS2 (Y6 2019/20 Analyse School Performance) 24 PP pupils |                              |                               |
|-----------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------|-------------------------------|
|                                                           | <i>Pupils eligible for PP</i>                                               | <i>All pupils Nationally</i> | <i>PP children nationally</i> |
| % achieving in reading, writing and maths                 | 38%                                                                         | 70%                          | 60%                           |
| % achieving Higher Standard in reading, writing and maths | 0%                                                                          | 15%                          | 9%                            |
| % achieving in reading                                    | 83%                                                                         | 79%                          | 71%                           |
| % achieving higher standard in reading                    | 0%                                                                          | 32%                          | 22%                           |
| % achieving in writing                                    | 50%                                                                         | 76%                          | 67%                           |
| % achieving the higher standard in writing                | 0%                                                                          | 20%                          | 13%                           |
| % Achieving in maths                                      | 50%                                                                         | 78%                          | 69%                           |
| % achieving the higher standard in maths                  | 0%                                                                          | 27%                          | 18%                           |

| 4. Barriers to future attainment (for pupils eligible for PP, including high ability)                    |                                                                                                                                                  |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>          |                                                                                                                                                  |
| <b>A.</b>                                                                                                | KS2 progress and attainment in reading for PP children                                                                                           |
| <b>B.</b>                                                                                                | KS2 progress and attainment in maths (expected standard and GD for PP children)                                                                  |
| <b>C.</b>                                                                                                | Yr4/5 maths for PP children (catch up due to Corona Virus)                                                                                       |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |                                                                                                                                                  |
|                                                                                                          | Due to the COVID-19 outbreak and the disruption caused by the various lockdowns mean that children require focussed catch up in all year groups. |

## 5. Desired outcomes

|           | <i>Desired outcomes and how they will be measured</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>Success criteria</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>A.</b> | <p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.<br/>To ensure fallen behind children receive targeted high-quality intervention.<br/>To embed and sustain a reading culture that ensures all pupils read regularly and develop a love of books.<br/>Pupils read regularly and have access to high quality books for personal and guided reading.</p> | <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> <ul style="list-style-type: none"> <li>- Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</li> <li>- Support staff and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons.</li> <li>- Additional intervention sessions will take place – based on gaps in learning and with reference to previous key stage result.</li> <li>- Quantity/quality of reading in each class at the level for each child (using Accelerated Reader (AR) to obtain ZPD range). Children are regularly testing and receiving 85%+ and are reading for at least 25 minutes per day (20 minutes for KS1). Teacher's to regular update and celebrate AR and reading challenge display.</li> </ul> |
| <b>B.</b> | <p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- PFSA/ELSA/SENCo and SLT identify and support families and children and work to alleviate barriers to learning.</li> <li>- Identified children are invited to Nurture, positive play, Lego Therapy sessions with support staff.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>C.</b> | <p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p> <p>School to provide children with access to technology which they cannot access at home.</p>                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>- Focus Education learning challenge curriculum will provide pupils with exciting, varied and book-based learning.</li> <li>- Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable.</li> <li>- Children will be exposed to a wide range of social, cultural, enrichment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|           |                                                                                                                                                        | <p>and sporting experiences within (and outside) the school day.</p> <ul style="list-style-type: none"> <li>- Homework/reading/TT rockstars/ to be offered to children so that they can use the internet/lpads/Chromebooks which are available in school.</li> <li>- Children are given opportunities every day to take AR quizzes and change their reading book.</li> <li>- Project based homework will support the link between home and school to enrich the children's learning experiences more.</li> </ul>                |
| <b>D.</b> | All disadvantaged pupils will meet national expectations for attendance/persistent absence.                                                            | <ul style="list-style-type: none"> <li>- Disadvantaged pupils will match or exceed national averages for non disadvantaged pupils (96+%).</li> <li>- Monitoring of attendance by Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence.</li> </ul>                                                                                                                                                                                                                               |
| <b>E.</b> | <p>Pupils will have good self-organisation skills, resilience and determination.</p> <p>Pupils will be able to work independently with confidence.</p> | <ul style="list-style-type: none"> <li>- Lesson observations/learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</li> <li>- Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.'</li> <li>- Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</li> </ul> |

## 6. Planned expenditure

| Academic year                                                                                                                                                                          | 2020/21                                                                                       |                                                                  |                                                                       |                       |                                      |
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| The three headings below enable schools to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |                                                                                               |                                                                  |                                                                       |                       |                                      |
| i. Quality of teaching for all                                                                                                                                                         |                                                                                               |                                                                  |                                                                       |                       |                                      |
| 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? |
| Every child<br>Receives teaching which is good and frequently outstanding in every                                                                                                     | Regular monitoring of subjects by Head, Deputy and Subject leaders to ensure that teaching is | Lesson observations/book looks/learning walks by SLT and Subject | Learning walks and Lesson observations<br><br>Pupil progress meetings | SLT and subject leads | Autumn 2021                          |

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| classroom/ every day. | <p>good or better and that good/outstanding practice is being shared regularly across school.</p> <p>Lesson observations and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p> <p>Reading, Writing and Maths: quality resources/initiatives/website subscriptions to enable good/outstanding teaching. Accelerated reading programme: training for all staff re diagnostic use of accelerated reader.</p> <p>LSA's to read with children and support on AR.</p> | <p>leaders of outstanding practices seen.</p> <p>Arrange cover for staff to lead their subject area.</p> <p>SLT and Subject Leads to provide constructive feedback to staff and pair up teachers based on individual needs.</p> <p>Supply to cover staff when attending courses: including Mastery maths for Maths lead.</p> <p>Maths lead, literacy lead and Deputy to research and purchase initiatives and subscriptions such as LitShed +,PowerMaths etc</p> <p>Literacy Lead to monitor use of AR reports and disseminate to staff regularly. Staff to regularly use STAR reading tests to monitor growth and progress.</p> | <p>Regular monitoring of books and lessons.</p> <p>Continued CPD – how to ensure GD is offered in all maths lessons</p> <p>Termly STAR reading tests to monitor progress.</p> |  |  |
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| <p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p> | <p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons.</p> <p>Staff made aware of 'fallen behind' children and who they need to target.</p> <p>Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.</p> <p>Dedicated story time, whole class guided reading (VIPERS) and Accelerated Reader scheme all introduced to raise attainment in Literacy.</p> <p>Books and equipment to support the delivery of</p> | <p>Children will progress at a faster rate if they do no re-cover the skills which they are already proficient in – they can move on faster and learn more if starting only at their own point of learning.</p> <p>Book trawls, learning walks and termly assessment data analysis by Deputy.</p> <p>Termly staff meetings for staff to analyse progress of fallen behind children.</p> <p>LSA's to work with PP children in the morning to support them in the classrooms and provide short/concise interventions. (precision teaching)</p> | <p>Learning walks, drop ins and book scrutinies to ensure that all children are being challenged.</p> | <p>SLT<br/>Maths Lead<br/>Literacy Lead</p> | <p>Autumn 2021</p>                    |
| <p>Due to the COVID-19 outbreak and school closures, catchup programmes ensure gaps in learning are reduced.</p>                                                                                                                                   | <p>Whole class teaching of knowledge and catch up lessons implemented across the curriculum.</p> <p>Extra small group provision as required (see targeted group work below)</p>                                                                                                                                                                                                                                                                                                                                                                                     | <p>Teachers will be aware of the gaps in schooling and will plan accordingly to ensure that all children achieve the best possible outcomes in the circumstances.</p>                                                                                                                                                                                                                                                                                                                                                                        | <p>Pupil progress meetings<br/>Regular monitoring of books and lessons.</p>                           | <p>SLT</p>                                  | <p>Regularly throughout the year.</p> |

| Total budgeted cost                                                                                                                                                       |                                                                                                            |                                                                                                                                                      |                                                                                                                                           |                | £46,638                                            |
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| ii. Targeted support                                                                                                                                                      |                                                                                                            |                                                                                                                                                      |                                                                                                                                           |                |                                                    |
| 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?               |
| Pupils will have good self-organisation skills, resilience and determination. Pupils will be able to work independently with confidence.                                  | Whole School introduction of Growth Mindset approach to build resilience and perseverance in all children. | During lockdown/home schooling children lost the stamina and resilience to work for prolonged periods and also became reliant on parental support    | HT and SOS leader to introduce growth mindset through SOS scheme and weekly assemblies.                                                   | WH<br>LH       | Weekly Assembly<br><br>Termly focus in SOS lessons |
| To improve progress so that more children achieve above the expected standard and that those left behind due to the Corona Virus outbreak are able to catch up and excel. | TA focused groups<br>Targeted interventions<br>Small group teaching with a teacher.                        | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. | TA funded by PP grant.<br>Extra teacher employed to support in/out of class.<br>TA led targeted intervention.<br>Pupil Progress meetings. | Head of school | July 2021                                          |

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| <p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated</p> | <p>Provision of SENCO/ELSA and PFSA (Parent Family Support Worker in school to address specific needs for pupils and work with social care as needed.</p> <p>Release time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paper work and organising finance.</p> <p>Delivery of specific programmes for vulnerable pupils. Partnership working with health, educational psychologist, social care for targeted pupils.</p> <p>Provision of nurture and positive play teaching assistants for vulnerable children.</p> <p>Uniform, milk, trips and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.</p> | <p>During COVID there has been an increase in the social, emotional and health needs of children and families in school. More time and effort has been focussed on supporting these children in transitioning back to school after long periods of lockdown.</p> <p>The lockdown have also put added pressures on families financially so support is required to help alleviate theses additional stresses.</p> | <p>SENCO/ELSA/PFSA to offer a variety of family support workshops so they feel well supported during social care issues. Encourage vulnerable families to actively seek support from school to reduce need for social care agency involvement.</p> <p>SENCO/ELSA/PFSA to liaise with various agencies to provide targeted support for vulnerable children and families eg. Planning, delivering and assessing children.</p> <p>Nurture, Positive play, sessions running twice a week in the afternoons as well as outreach nurture workshop to support vulnerable and high need children.</p> <p>SLT/ ELSA/SENDSCO to identify PP children who need most support and allocate to TAs.</p> <p>Business manager and office staff to ensure appropriate families receive financial support they are offered. Including food vouchers for holidays</p> | <p>SLT</p> | <p>Autumn 2021</p> |
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| <p>Pupils have a breadth of experiences that enable them to contextualize their learning</p> | <p>A range of curriculum enrichment activities provided beyond the classroom<br/>Visits to or out of school to enhance/support topic learning, including residential.</p> <p>Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies through WOW activities and days.</p> <p>All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils.</p> <p>Paid after school clubs offered free to PP children (1 per year).</p> <p>Forest Schools weekly provision.</p> | <p>PP children are less likely to take part in aspects of school that require payment - trips, music tuition, swimming etc.</p>                  | <p>Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school %<br/>PP children take part in all trips and residential with subsidies as required.<br/>Lesson observations will show high levels of engagement with learning by PP children which results in embedded learning seen in summative assessments.<br/>Forest school teacher to deliver programme to PP children weekly.</p> |  | <p>Ongoing throughout the year.</p> <p>Two afternoons per week.</p> |
| <p>Absence &amp; persistent absentee rates are at least in line with national</p>            | <p>Parents made aware of expected attendance levels when they fall below 90%. Increased rewards for improving and good attendance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Children missing school are less likely to meet expectations in learning. They will have gaps in their learning and may be unprepared and</p> | <p>Half termly tracking by JE reported to HT.<br/>Termly attendance (including persistent absentee of PP pupils) report to governors with year group totals.</p>                                                                                                                                                                                                                                                                                                                                  |  | <p>Monitored half termly.</p>                                       |

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| To raise the attainment of SEN children in reading and phonics. | Use of the 1:1 ILI programme 3 x weekly in order to boost RA, SA and phonic knowledge and accelerate progress. | SEN children are not narrowing the gap between themselves and peers. | ILI is a county wide trialled and respected programme. TAs are externally trained and monitored to ensure that the programme is delivered competently and provides a high quality intervention which works. Baseline and further assessment tests are on going and | SENCO | Autumn 21 |
| <b>Total budgeted cost</b>                                      |                                                                                                                |                                                                      |                                                                                                                                                                                                                                                                    |       | £47,092   |