

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St John's C of E First School
Pupils in school	144
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£40,245
Academic year or years covered by statement	2020-2021
Publish date	15 November 2020
Review date	15 November 2021
Statement authorised by	Antonia Dufek
Pupil premium lead	Michelle Prince
Governor lead	Geoff Bates

## Attainment of Disadvantaged children in last academic year 2019

(Statutory assessments were not completed in 2020 due to COVID -19)

Current Attainment		
Attainment in 2019	Pupils eligible for PP	Pupils not eligible
% achieving GLD in EYFS	66.6%*	74%
% achieving expected standard or above in KS1 reading	50%**	92%
% achieving expected standard or above in KS1 writing	50%**	81%
% achieving expected standard or above in KS1 maths	50%**	96%

\* out of a total of 3 children

\*\* out of a total of 4 children

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	100%
Achieving high standard at KS1	N/A

Measure	Activity
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Priority 1	Through quality first teaching and timely interventions children will maintain their flight paths in reading, writing and maths. Ensure all staff have received training to deliver phonics and early reading support effectively.
Priority 2	No PP child will be excluded from an activity and all children will be offered equal opportunities in order to develop their self-esteem and confidence with their peers/in social situations.
Other	To close the gap between FSM and non FSM attendance
Barriers to learning these priorities address	Ensure all staff have high quality training and apply strategies
Projected spending	£18,120

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achievement in reading will be at least in line with national expectations. Progress measures from EYFS show improvement with no 'drop off', PP children continue to narrow the gap in reading. Reading skills to be specifically planned and progressive across the school. All disadvantaged pupils in KS2 will have maintained or exceeded their KS1 flightpath.	July 2021
Progress in Writing	Improved quality of teaching and learning of writing with disadvantaged children becoming more fluent writers and more accurate at spelling. All disadvantaged pupils in KS2 will have maintained or exceeded their KS1 flightpath.	July 2021
Progress in Mathematics	KS1 progress in Maths to be at least in line with National expectations, progress measures from EYFS show improvement with no 'drop off'. More children achieving greater depth outcomes in mathematics. PP children continue to narrow the gap in Maths. All disadvantaged pupils in KS2 will have maintained or exceeded their KS1 flightpath.	July 2021
Phonics	Achieve inline or above Dorset and national average expected in the Phonics Screen. Phonic and spelling knowledge and application is improved and impacting on fluency in reading, writing and spelling for disadvantaged children	July 2021
Other	Improve attendance of disadvantaged pupils to national average (96%) To develop emotional health and well-being of PP children in line with peers and that difficulties are not impacting learning.	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Non nonsense Phonics across the school and implement sharing of SMART support plans targets ensuring appropriate challenge is set. Purchase Bug Club resources to supplement phonic reading books. All year groups have high quality reading books to increase reading for pleasure. Every pupil will hear an adult reading a story/book for enjoyment, every day.
Priority 2	Small group and 1:1 interventions for disadvantaged pupils falling behind in reading, writing or maths due to gaps.
Barriers to learning these priorities address	Ensure all staff have high quality training and apply strategies. Daily opportunities to listen to and enjoy books.
Projected spending	£6,825

### Wider strategies for current academic year

Measure	Activity
Priority 1	Children develop emotional health and well-being in line with their peers and difficulties not impacting on learning through targeted support within forest school, nurture group, Ollie and his Super Powers or ELSA. Children will show confidence, motivation and focus through recovery curriculum links (Heartsmart, Here we are).
Priority 2	Sharing Parent Support worker with another Trust school to support families with attendance and other needs. Develop emotional well-being through nurture group and ELSA.
Barriers to learning these priorities address	Improving attendance and promptness to learn for disadvantaged pupils. All stakeholders support and implement strategies.
Projected spending	£15,300

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, dedicated staff meetings and collaborative working partnerships.

Targeted support	Allow time for high quality targets to accurately match the needs of individuals.	Senior leaders to allocate staff meeting time to write, discuss and share ideas regarding targets.
Wider strategies	Engaging the families facing challenges in their personal life.	Working closely with parent support worker, other trust schools and school outreach programs.

### Review: last year's aims and outcomes

Aim	Outcome
A. Children in receipt of pupil premium will achieve in line with their peers at the end of EYFS and Y2 in reading, writing and maths and in Year 1 phonics. The gap will close between PP children and their peers across the school	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>- PP children who did not pass the phonics screening in year 1, pass the screening in year 2</li> <li>-scrutiny of writing of PP children demonstrates application of phonic knowledge and more accurate spelling of words.</li> <li>- Tracking data shows PP children attaining and making progress in reading and writing in line with their non-PP peers.</li> </ul> <p><b>Impact</b></p> <p>Due to the Covid crisis no national tests took place. However, disadvantaged children made progress with reading, writing and spelling accuracy throughout the year. Children were supported by phonic and reading interventions but did not reach ARE. There is still an attainment gap.</p>
To provide sustained challenge for pupils who, with the correct support, could achieve greater depth.	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>- Support from strategic leads in the Trust that greater depth opportunities are appropriate.</li> <li>- Use reading age assessment to identify if reading is a barrier or strength.</li> </ul>
Improved confidence, self-esteem and learning esteem for targeted eligible pupils across the school.	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>- Feedback from adults shows that children are more settled, confident and have increased self-esteem.</li> <li>- Children show greater awareness and understanding of their own emotional health and well-being.</li> <li>- PP children making progress in line with their non-PP peers.</li> </ul> <p><b>Impact</b></p> <p>The ELSA support (and Ollie and his Super powers) given to children undoubtedly supported them with their emotional issues</p>

	and gave them opportunities to talk about and understand their feelings.
PP children will attend school at least 96% of the time.	The school did not meet their target of Pupil Premium children attending school at least 96% of the time. PP attendance was 94.4% prior to school closures in March. In Autumn it had been 96% and we believe this in part due to the panic around the covid crisis. The school is working to address this issue with the local authority attendance team, parent support worker and the WAT.