

## Pupil Premium Strategy / self-evaluation (St John's School)

1. Summary information					
School	St John's Infant and Nursery School				
Academic Year	2020-2021	Total PP budget	£ 13, 278	Date of most recent PP Review (Audit)	1.2.20
Total number of pupils	199	Number of pupils eligible for PP	Nursery = 7 R – Y2 =19	Date for next internal review of this strategy	Sept 21
2. Current attainment 2019 - 2020					
Due to COVID 19 school closed from March 2020 – June 2020, the last data drop took place in March 2020. The data below represents pupil's attainment for a baseline in September 2020			<i>Pupils eligible for PP</i>		<i>All</i>
<b>Reception (5)</b> Communications and Language Physical Development Personal, Emotional and Social Literacy Maths			25% 25% 25% 40% 50%	61% 61% 63% 58% 64%	
			<i>Pupils eligible for PP</i>		<i>Pupils NOT eligible for PP</i>
<b>Year 2 (4)</b> Reading Writing Maths			25% 25% 25%	49% 31% 20%	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
A.	Children often come into school at a lower baseline in reading.				
B.	Children often come into school at a lower baseline in writing.				
C.	Nursery children have come in with a lower baseline across all areas.				
Additional barriers ( <i>including issues which also require action outside school, such as low attendance rates</i> )					

<b>C.</b>	Some children may have suffered trauma, anxiety and or emotionally due to the lock down / circumstances. Increase in social services engagement during lockdown.	
<b>D.</b>	Access to enrichment activities.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Progress and attainment gap being narrowed with a view to reduce the gap in reading</p> <p>Targeted children and support are recorded on the individual class support plans. Attainment and progress monitored by SLT half termly. Pupil progress meetings have been helpful in supporting and identifying next step and gaps. QFT for all pupils, pupil progress meetings, data analysis, progress against individual targets, pupil voice, parental feedback, 1:1 support for some children, target use of catch up session. Additional phonics sessions to support Current Year 2 who need to complete the phonics test in December 2020. Direct parents to the google classroom phonics sections to support children at home.</p>	<ul style="list-style-type: none"> <li>i) Reduce the progress gap between PPG and Non PPG in reading.</li> <li>ii) Ensure that the majority PPG children are meeting ARE in reading</li> <li>iii) Maintain a higher phonics test % pass rate for PPG children.</li> </ul>
<b>B.</b>	<p>Progress and attainment gap being narrowed with a view to reduce the gap in writing.</p> <p>Targeted children and support are recorded on the individual class support plans. Attainment and progress monitored by SLT half termly. Pupil progress meetings have been helpful in supporting and identifying next step and gaps. QFT for all pupils, pupil progress meetings, data analysis, progress against individual targets, pupil voice, parental feedback, 1:1 support for some children. Access to additional support teacher during school in small groups. Access to additional support / booster in class, targeted use of catch up sessions</p>	<ul style="list-style-type: none"> <li>i) Reduce the progress gap between PPG and Non PPG in writing.</li> <li>ii) Ensure that the majority PPG children are meeting ARE in writing.</li> </ul>
<b>C.</b>	<p>Narrow the gap in the prime areas for the Nursery children</p> <p>Additional adult support in Nursery 5 mornings a week which will allow for the target small groups support to take place. Allows for more teacher role modelling, scaffolding, access to support child-initiative play.</p>	<ul style="list-style-type: none"> <li>i) Reduction in Prime gaps between PPG and Non PPG</li> <li>ii) Learning walks</li> <li>iii) Lesson observations</li> <li>iv) Learning journals</li> </ul>

<p><b>D.</b></p>	<p>Some children may have suffered trauma, anxiety and or emotionally due to the lock down / circumstances. Increase in social services engagement during lockdown.</p> <p>Heads Up Kids programme to be used across the school to support Children’s well-being with direct links to lockdown.</p> <p>Pupil progress meetings with evidence of progress in well-being.</p> <p>Play therapist to support vulnerable children.</p> <p>Family support worker to support vulnerable parents.</p> <p>Continue to liaise with the Church to support vulnerable family regarding food parcels.</p> <p>Nurture Groups</p> <p>Continued support / programme between schools at key transition points, to support the children.</p>	<ul style="list-style-type: none"> <li>i) Pupil and parent voice</li> <li>ii) Monitor attendance and lateness.</li> <li>iii) Reduce anxiety for Y2 children when transitioning to Fair Field.</li> <li>iv) Access to play therapy.</li> <li>v) Access to the Family Support Worker / Intensive Family Support worker to support open dialogue between services and family.</li> <li>vi) Children and staff survey of the Heads up Kid programme.</li> <li>vii) Transition Programme</li> </ul>
<p><b>E.</b></p>	<p>Access to enrichment activities</p> <p>Pupil progress meetings</p> <p>Teacher feedback</p> <p>Pupil voice</p> <p>Pupil Feedback</p> <p>Parent/ school discussion</p> <p>Attendance record to clubs and communication between school and clubs.</p>	<ul style="list-style-type: none"> <li>i) Register kept of PPG children attendance at least one extra-curricular activity per year funded by the school</li> <li>ii) Pupil voice</li> <li>iii) Parent voice</li> <li>iv) Financial support for school trips recorded.</li> </ul>

5. Review of expenditure				
Previous Academic Year		2019 - 2020 (£16 714.50)		
i. Quality of teaching for all				
Action	Intended outcome	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
<p>Targeted children and support are recorded on the individual class support plans. Attainment and progress monitored by SLT half termly. Pupil progress meetings have been helpful in supporting and identifying next step and gaps. QFT for all pupils, pupil progress meetings, data analysis, progress against individual targets, pupil voice, parental feedback, 1:1 support for some children.</p>	<p>Progress and attainment gap being narrowed with a view to diminishing the gap in reading.</p>	<p>Due to school closure in March 2020 – COVID 19, Year 1 did not carry out the phonics test. They will carry out the test in December 2020. The expected pass rate for PPG children is 67% which is lower than previous year of 80%.</p> <p>Comparing end of Autumn 2019 and start of Autumn Data for Reading Attainment, shows a slight decrease in the % at ARE for PPG children. This decrease is also evident in Non-PPG children across the school.</p>	<p>Next steps: We will continue to use the phonics new tracker as it will support assessment for learning across the school. Track, monitor and evaluate records of individual children and interventions using the new monitoring record which enables accountability during pupil progress. Whole class phonics teaching, with additional support to plug gaps proved successful. Phonics books to be used by all year groups.</p>	<p>£ 3740</p>

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Targeted children and support are recorded on the individual class support plans. Attainment and progress monitored by SLT half termly. Pupil progress meetings have been helpful in supporting and identifying next step and gaps. QFT for all pupils, pupil progress meetings, data analysis, progress against individual targets, pupil voice, parental feedback, 1:1 support for some children. Access to additional support teacher during school in small groups. Access to additional support / booster in class.</p>	<p>Progress and attainment gap being narrowed with a view to diminishing the gap in writing.</p>	<p>By March progress was being made, unfortunately due to the school closures Pupil Progress meetings did not take place in Feb 2020.</p> <p>Comparing end of Autumn 2019 and start of Autumn Data for Writing Attainment, shows a slight decrease in the % at ARE for PPG children. This decrease is also evident in Non-PPG children across the school.</p>	<p>In class support was inconsistent due to attendance of staff. When attendance was consistent this method proved to show progress over time. Due to lockdown, targeted support will look different in the year ahead, to ensure staff remain in their bubbles.</p>	<p>£3740</p>

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Play therapy, Family support worker.	PPG pupils feel happy and safe at school despite attachment, anxiety, trauma or other barriers to learning.	The impact of counselling for these children was positive. Children were better equipped to manage their feelings and focus better in class. It also supported the transition at the end of the year to Fair Field. During Lockdown support was given to many families using a combination of the Family support worker and members of SLT. This enabled the school to help support were possible. It also has enabled the school to tap into some of those hard to reach parents.	Counselling to continue as this is valuable for our vulnerable children. It allows them to speak to a professional with expertise in this area. We will continue to use this approach. Family Support Worker and Intensive Family Support Worker to continue so that parents can discuss any support they needs. Will continue to use this approach.	£1150

Clubs & Music	Children are given other opportunities to participate in clubs and or play an instrument they may not have been able to due to funding and financial reasons. Help them become confident and raise self-esteem.	<p>Children and parents/carers have enjoyed taking part in clubs offered and playing violin. Violin lessons are provided by an external agency and due to the inconsistency of the lessons there was a high dropout rate amount the children.</p> <p>The introduction of 'Busy Brains' maths club, run by an external club, was overwhelmingly popular and the club had a waiting list. Their offered free PPG places, which meant that last year all the PPG children had access to a term.</p> <p>Football and dodgeball still continue to be popular.</p>	These opportunities to continue to be available to these children so that they are not missing out. After discussing, music lessons with the children they would have preferred to take part in a sport club. We will continue with 'Busy Brains' maths club as it has had positive feedback from both parents and children.	£334.80
Trips (day and residential)	Children to have wider experiences to improve their understanding of subjects at school through practical activities and visits to places around the country.	Our children (especially vulnerable children) love our offer of trips and it is clearly an enjoyable experience for all. This is evidenced through parent/carers and pupil voice, photos taken and discussion had with the staff and children.	Continue these experiences for all the children offering part or full payments for trips to ensure that all children can participate.	£154.00

<p>1:1 Additional academic support to close the gap.</p>	<p>By using one to one children will have the opportunity to receive personalised learning to reflect the needs.</p>	<p>Individual targets were met based on specific targets set by the teacher.</p> <p>DATA for MIA progress ????</p>	<p>One to one support gave them an opportunity for additional support to ensure progress was being. This will be continued.</p>	<p>£440.00</p>
<p>Virtual school</p>	<p>LAC child to be fully supported and monitored via the Virtual School.</p>	<p>Regular meetings took place between school and Virtual school. ePEP's were completed on time and considered completed to a high standard by the virtual school. During lockdown communications continued and additional funding was applied for to support.</p>	<p>The school will no longer need to access the services and the child no longer is at the school.</p>	



<p>Earlier starts to Nursery and extend days.</p>	<p>Children have access to 'early years' development and ensure good foundations.</p>	<p>Those children to have started Nursery at 3 years old or who had the extended days have settled back into the school routines very well after lockdown.</p>	<p>This offer will continue as we see that it is beneficial for our vulnerable families.</p>	<p>£2142</p>
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**6. Planned expenditure****Academic year****2020 – 2021 (£13, 278)**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Planning, monitoring, training	Reduce the attainment gap between PPG and Non PPG children	Evidence shows that Quality First Teaching has the most impact for all pupils including PPG. Training will improve skills in teaching for all staff which in turn will have a positive impact on progress. Strategic planning will improve progress for all through close monitoring of teaching, pupil books and interventions	Shared leadership and approach to raising attainment across all year groups. Close tracking and monitoring of pupils and interventions put in place. Regular meetings. Staff will complete a curriculum deficit for all areas. Tracking and monitoring forms to be completed and discussed during SLT and MLT meeting. Phase leaders to discuss and share with their phase.	SLT	Ongoing, New timetable to start November 2020.

Social and Emotional support	To support all children in understanding their emotions and what the effects / impacts are during and after lockdown. To create a sense of togetherness and positive outlook.	EEF - Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	Additional PSHE lesson in the Autumn using 'Head up kids' to support the whole school return after lockdown. INSET will be provided by LG , staff and pupil survey.	LG	End of Autumn term
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**Total budgeted cost**    **£6,400**

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
In class support from support teacher.	Tackle gaps in learning due to school closure.	Based on school closure and expectations for addressing the deficit. Education Endowment Foundation – evidence shows that additional support in small groups or 1:1 are effective over a set period of time.	Ensure that their use teacher judgment, curriculum deficit document and individual tracking forms to plug the gap and target support in missed learning, use the new timetable structure to support this.	SLT, class teacher and support staff.	Half termly

Provided additional support in the Nursery.	Raise standards of communication and language in order to reduce the PPG gap in attainment.	EEF - studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	Ensure good role modelling of language, more adults to support learning through play, provided rich vocabulary, teacher can support language development in smaller groups.	SLT and EYFS Lead.	Half termly
<b>Total budgeted cost</b>					<b>£5,185</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Counselling	Children are able to manage their feelings and discuss past experiences and traumas which in turn means they are happier in school	Increase in need for children to be supported emotionally as well as improve their mental health and well-being, as this is a barrier to their learning.	Regular liaison with counselling service. Timely referrals through discussions with parents/carers and pupils. Communicate what is working well in the 1:1 sessions so that children can be supported in school too.	SENCo	Half termly.

Family Support	Family feels supported through guidance with parenting, setting boundaries at home and protective behaviours work with the children in their own settings.	Support for the family directly impacts on the child's well-being and learning in school. This is evidenced through pupil case studies that have shown clearly how this family support can make a difference to the child and their families.	Target parents/carers who are vulnerable and need guidance with setting boundaries and routines at home. In some cases, support for parents as COVID has impacted negatively on their mental health, which impacts on the children. Regular liaison with the family support worker. Support with uniform as and when needed.	SENCo	On-going
Clubs / Music	Children are given other opportunities to participate in clubs and or play instruments they may not have been able to due to funding and financial reasons. Help them become confident and raise self-esteem.	Extra-curricular opportunities increase children's self-esteem and confidence so that they are not only being judged in the core curriculum subjects. Children receive a wider range of opportunities so that their creative strengths can be shared.	Meet with Finance Manager to ensure that all children are having these opportunities or being offered them.	SENCo	Half termly

Trips (day and residential)	Children to have wider experiences to improve their understanding of subjects at school through practical activities and visits to places around the country.	Learning through real life experiences is more enjoyable and real for those children who find learning in a classroom setting difficult. Children often excel and show their capabilities in different exploration experiences like a residential trip.	Meet with Finance Manager to ensure that all children are having these opportunities or being offered them. Organise trips and experiences for all children.	SENCo Finance Manager Teaching Staff and SLT	Half termly
Breakfast club	Children have a healthy breakfast at the start of the day.	Dr Kevan Collins, Chief Executive of the Education Endowment Foundation, said: "Having a good breakfast is something which many of us take for granted as a good start to the day, and has been shown to make a real difference to pupils' concentration. What we don't know enough about is how to deliver free breakfasts to get the best impact on attainment. This project will help us understand whether offering all children a free breakfast results in better outcomes for those pupils eligible for free school meals, by reducing stigma and increasing uptake, or whether self-financing breakfast clubs, where more affluent pupils pay for their food, are just as effective.	Class teachers to raise any concerns around lack of breakfast.	SLT and Finance Manager	As needs arise- ongoing

<p>Earlier starts to Nursery / extended days.</p>	<p>Children have access to early years development and ensure good foundations are developed.</p>	<p>EEF research : Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning three make approximately six additional months' progress compared to those who start a year later. Positive effects have been detected for early reading outcomes in the first year of primary school and moderate to high effects have been detected for early language and number skills. There are some indications that the impact of high-quality early years provision is particularly positive for children from low-income families.</p>	<p>SLT to discuss and highlight vulnerable children. Offer additional hours or earlier start to those families.</p>	<p>SLT and Finance manager</p>	<p>As needs arise- ongoing</p>
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<p>Transition support (Y2 – Y3 and Y6 – Y7)</p>	<p>Effective support will ensure that the children are able and ready for learning at the transition points.</p>	<p>EEF - The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners</p>	<p>Class teachers to set up transitions plans. Additional support for vulnerable learners to be set up by LG and LB. For those who need 1:1 transition to take place.</p>	<p>LG / LB</p>	<p>During transition points.</p>
<b>Total budgeted cost</b>					<b>£1,747</b>