

Pupil Premium Strategy

Rownhams St John's CE Primary School

Date of review: September 2021

Reviewed by: Helen Hannam, Assistant Headteacher

Pupil Premium Governor: Ben Hogbin

Next review due: September 2022

Contents

School overview	3
Funding overview	4
Part A: Pupil premium strategy plan	4
Statement of intent	4
Challenges	5
Intended outcomes	5
Activity in this academic year	7
Teaching (for example, CPD, recruitment and retention)	7
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	8
Wider strategies (for example, related to attendance, behaviour, wellbeing)	9
Total budgeted cost: £ 62,612	10
Part B: Review of outcomes in the previous academic year	11
Pupil premium strategy outcomes	11
Externally provided programmes	11
Service pupil premium funding	11

1. Pupil premium strategy statement

- 1.1 This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.
- 1.2 It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

2. School overview

Detail	Data
School name	Rownhams St John's Primary School
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	11% 34/323
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tim Woodford
Pupil premium lead	Helen Hannam
Governor lead	Ben Hogbin

3. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,970
Recovery premium funding allocation this academic year	£10,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,230

4. Part A: Pupil premium strategy plan

4.1 Statement of intent

Our school vision is to develop loving and joyful children who are prepared to make a positive difference to their own lives, their community and the world around them by being responsible, thoughtful and kind in everything they do.

The pupil premium provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns.

Key Principles

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

High expectations: Providing a culture where staff believe in all children and are aspirational in their targets for them. We strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning.

Early Intervention We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

Inclusive Provision We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding

High Quality Teaching and Learning We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive effective teaching.

Early Reading Early reading is the basis of all learning... (quote from doc)

Emphasis on Basic Skills We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support.

Our ultimate objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that 85% of disadvantaged children achieve age related expectations at the end of KS1 and KS2.
- Ensure that vulnerable children receive appropriate pastoral support so that children are able and ready to learn.
- To improve attendance so that all pupil premium children have an attendance of at least 95%

5. Challenges

5.1 This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge No	Detail of challenge
1	Poor reading fluency and comprehension
2	Low attendance
3	Parental engagement and support for home learning
4	Many of our disadvantaged children also have a special educational need

6. Intended outcomes

6.1 This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To increase the average standardised score for children who have a disadvantage in their NFER reading.	<ul style="list-style-type: none"> • Summer term NFER tests show an increase in the average standardised score in reading • There is a significant reduction in the number of children who are not yet working at the expected standard in reading • Children's fluency has improved when heard read aloud in words per minute.
To close the gap in attendance between pupil-premium children and non-pupil premium children.	<ul style="list-style-type: none"> • To significantly reduce the number of persistent absentees with attendance below 90% • Average attendance of PP children is above 95%
To improve the quality of teaching at the point of delivery for children with additional needs	<ul style="list-style-type: none"> • Planning for children with SEND takes into account their specific learning needs • Individual Education Plan (IEP) targets are SMART • Individual Education Plans and children's outcomes demonstrate a positive impact on learning and progress for children with SEND.

7. Activity in this academic year

7.1 This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

7.2 Teaching (for example, CPD, recruitment and retention)

7.2.1. Budgeted cost: £17,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Action research project focussed on metacognition - led by phase leaders 4 mornings per week £5000	EEF toolkit: Metacognition and self regulation +7 months EEF Guidance:	1, 3

	Professional Development	
<p>CPD - Curriculum development</p> <p>1 day staff INSET training</p> <p>1 day SLT workshop</p> <p>£1200</p>	<p>EEF toolkit:</p> <p>Metacognition and self regulation +7 months</p> <p>EEF Guidance:</p> <p>Professional Development</p>	1, 3
<p>Digital Technology</p> <p>Purchase laptops and tablets to provide effective intervention and to support teacher feedback</p> <p>£4320</p>	<p>EEF toolkit:</p> <p>Digital technology +4 months</p> <p>Feedback +6 months</p>	1, 3, 4
<p>Closing the Gap Champion</p> <p>1 morning per week</p> <p>£2,800</p>	<p>EEF Guidance:</p> <p>Successful implementation of a pupil premium strategy is a carefully staged process that takes time, rather than a one-off event.</p>	1, 2, 3, 4
<p>Read, write, inc resources to improve the quality of Early Reading Teaching</p> <p>£3000</p>	<p>EEF toolkit:</p> <p>Phonics +5 months</p>	1, 3
<p>Coaching - SEN</p> <p>(1 morning per week)</p> <p>£1000</p>	<p>EEF:</p> <p>Strong evidence to support the important of high quality teaching for pupils with SEND</p>	1, 3

7.3 Targeted academic support (for example, tutoring, one-to-one support structured interventions)

7.3.1. Budgeted cost: £20,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery teacher 2 mornings per week working with small groups and 1:1 focussing initially on reading. £2500	EEF toolkit: Small group tuition +4 months Reading comprehension strategies +6 months	1, 3
Recovery teacher 1 afternoon per week focusing on Personal Education Plans (PEPs). £1250	EEF toolkit: One to one tuition + 5 months	1, 3
Invest in interventions to address specific learning needs: Mathletics Rapid reading, rapid writing £3000	Teaching assistant interventions +4 months	1, 3
LSA intervention time £13,680	EEF toolkit: Teaching assistant interventions +4 months	1, 3
National Tutoring Programme 2 programmes 1:3 person tutoring for 15 hours £512	EEF toolkit: Small group tuition +4 months	1
Termly pupil conferencing with class teacher £570	EEF toolkit: Feedback +6 months	1

7.4 Wider strategies (for example, related to attendance, behaviour, wellbeing)

7.4.1. Budgeted cost: £25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child and Family Support Worker 4 days per week £5700	EEF toolkit: Parental engagement +4 months	2,3
Breakfast club 5 mornings per week £1,900	EEF toolkit: Social and emotional learning +4 months	2,3
ELSA provision 5 afternoons per week £1600	EEF toolkit: Social and emotional learning +4 months	2,3
Nurture group 3 afternoons per week £3800	EEF toolkit: Social and emotional learning +4 months	2,3
1:1 behaviour support 30 hours support £11,800	EEF toolkit: Behaviour interventions +4 months	2,3
Attendance monitoring Daily phone calls and weekly tracking £500	EEF: Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried,	2,3

	2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	
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7.5 Total budgeted cost: £62,612

8. Part B: Review of outcomes in the previous academic year

8.1 Pupil premium strategy outcomes

8.1.1. This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year:

8.1.2. During school closures we supported our Pupil Premium families by:

- delivering food parcels, and then later on, food vouchers through the Free School Meals schemes,
- provided regular phone calls and doorway visits
- provided online emotional support, including one-to-one virtual ELSA sessions, nurture resources and Young Carer sessions.
- inviting all vulnerable children to attend school. The vast majority attended and those that did not were encouraged to do so. The latter were supported through weekly communication, laptops and supported in their remote learning.
- tracking remote learning to analyse and identify where children were not engaging sufficiently. Support was then provided over the phone and in-person, where possible, and as per next point, were offered a school laptop. We were able to increase the number of children engaged by 12% (35 children) despite there being an weekly increase of at least 20 children attending school by the end of the second week of lockdown.
- loaning 23 laptops to children (14 of which were new laptops provided by the DfE). This resulted in high levels of engagement with remote learning throughout lockdown (98.7% of all children and 91% of Pupil Premium children engaged sufficiently).
- delivering and collecting paper packs of school work to a small number of families who were unable to access remote learning.

8.1.3. During school closures and throughout the year we have also supported pupil premium children by:

- supporting an increased number of families into Early Help to provide support for a wide variety of reasons and support for a year-on-year increase in the number of vulnerable children, including those who are looked after.
- continuing to provide one-to-one and group support for behaviour, where children were in school (only one half-day exclusion in the 2020-2021)
- providing teacher led small-group tuition with a focus on reading. As a result, almost half the children who participated made rapid progress and showed evidence of at least meeting the 'minimum sufficiency' despite the disruption of the school year.
- Further to the point above, 81.8% of children in Year 6 achieved the expected standard in reading based on teacher assessment and supported by an NFER assessment.

9. Externally provided programmes

Programme	Provider
Rapid reading	Pearsons
Rapid writing	Pearsons
Mathletics	Mathletics.com

10. Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Music lessons
What was the impact of that spending on service pupil premium eligible pupils?	Improved confidence and self-esteem