

# Pupil premium strategy statement 2021-2022



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.

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.

## School overview

Detail	Data
School name	St Paul's CofE VC Junior School
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	27% (September 2021)
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024) (3 years)
Date this statement was published	October 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Chris Partridge
Pupil premium lead	Caroline Owen
Governor / Trustee lead	Harriet Farquhar

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,220
Recovery premium funding allocation this academic year	£6090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,168
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£136,478</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Our ultimate objectives at St Paul's C of E Junior School are:

- To provide an inspirational and inclusive environment with quality first teaching and learning, focussed support, curriculum enrichment, and pastoral care.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure no child is left behind socially or academically because of disadvantage.
- To build supportive relationships with families.
- To develop a culture of aspiration.
- A relentless and persistent focus on making every moment and every year count.

### We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and pupil progress meetings show that Pupil Premium children as a group are not making as rapid progress as non-pupil premium children in core curriculum subjects. School closures for COVID-19 and differences in support with home learning has widened the gap.

2	Our attendance data of our Pupil Premium children, as a group is lower than that of the whole school. 2020/21 whole school average attendance 96.9%, pupil premium 93.31%.
3	Many of our Pupil Premium children also fit into another vulnerable group such as having an additional special education need.
4	Our observations and discussions with staff and families indicates that many of our Pupil Premium families have high levels of Social, Emotional and Mental Health problems
5	Our observations and discussions with staff and families indicates that experiences for many of our Pupil Premium families lack cultural capital and rich experiences to enhance learning and ensure aspirations for future destinations.

## Intended outcomes

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
Improved attainment and progress for disadvantaged pupils.	PP children develop a love of learning, sharing and talking about their learning. PP engaging in academic challenges eg AR, TTRS, Doodle. PP regularly heard read. Progress seen on Educater, Doodle, AR and termly assessments.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Office staff will promptly contact families who have an absent child without reason. A 3-stage formal letters will be sent out if attendance for a child drops. HT/DHT will be informed when these letters are sent. If attendance is still a concern after 3 letters the parents will be invited into school to form an attendance support plan with the HT/DHT. Fines will be issued as appropriate. PFSA support will be offered to families. Good attendance will be recognised and praised.
A strong professional dialogue between all the vulnerable group leads and SLT.	Termly progress meetings with HT, SENco, PP lead. Termly meetings with PP lead and PP governor.
For Pupil Premium families to feel and see support is available in school.	PFSA support ELSA for children Open door policy Awareness of children's mental health day (wear yellow) Advice and support shared on school dojo
For Pupil Premium children to enjoy the wide range of enrichment activities we have on offer at St Paul's.	A wide range of extra-curricular activities offered at lunch times and after school.

	<p>Invitations for Pupil Premium children to have music lessons.</p> <p>Discounts for PP families with trips, residentials, music lessons etc.</p> <p>Small group visits for PP children eg prison art exhibition.</p> <p>PP pupils given additional experiences eg. Forest school, gardening etc</p>
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## Activity in this academic year

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

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

Budgeted cost: £27,295.60 (20%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated time looking at internal progress data.	When class teachers are aware which pupil premium children in their classes did not make good progress, they can identify these children as 'target' children.	1
Phonics champion HLTA to lead phonics interventions in Y3 and Y4.	<p>Data shows that school closures have contributed to gaps in phonics knowledge.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3
SEN Co. and PP lead will work together to identify any support staff who would benefit from further CPD e.g. maths, spelling, EAL, ELSA, speech and language.	Staff who feel skilled and confident leading an intervention will see better progress from the children.	1, 3
Staff training to ensure assessments are interpreted and administered correctly.	<p>High quality staff CPD is essential for quality first teaching.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1

Enhancement of our maths and English teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1
High quality texts	Children who enjoy reading are motivated to read more frequently and make better progress.	1
ICT resources	IT can be used to enhance learning and allow additional support.	1

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

Budgeted cost: £81,886.80 (60%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading, writing and maths TA led interventions	Interventions tailored to meet individual needs so that identified PP children make accelerated progress.	1, 3
1:1 pupil progress meetings with teachers, TAs and the head teacher	Time for ongoing professional dialogues regarding further support for PP children will help to keep this a priority. There is a collected responsibility for PP children's progress to make accelerated progress. Barriers to learning must be identified and strategies put in place to support educational and emotional needs.	1, 3, 4
HLTA to support forest school, social skills, ELSA, EAL	Interventions tailored to meet individual needs so that identified PP children are given the social, communication and academic support they require.	1, 3
Pupil premium lead will take targeted intervention groups.	The most experienced teachers will work with the most vulnerable children so that they are getting quality personalised support.	1, 3
Funds added to SEN budget	There are many PP pupils also on the SEN register and require additional learning support and interventions (educational and emotional). This allows us to have TA support in every class.	3, 4
Subscriptions – Doodle, Nessy	A personalised programme used for homework (Doodle) and in class supports learning and accelerates progress. Parents are also able to view their child's progress through the parent app.	1
Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,3

whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,295.60 (20%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips, visits and visitors will be planned to enhance the curriculum, this will include residentials, swimming and 'Makethesunshine' project.	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.	5
Peripatetic instrumental lessons.	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem.	5
Breakfast club provision (30 sessions per week)	Positive impact upon children's social and emotional wellbeing to support academic progress, ensure a good, nutritious breakfast and improve links with parents. Also ensures children are in school on time, ready to learn.	2, 4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 4
PFSA support	Engaging with families and providing families with support, where needed will form positive relationships with the school.	2, 4
Attendance monitored	Attendance will be monitored and the policy of letters being sent home will be followed. SLT will make personal phone calls and invite parents/carers in to together find strategies to improve attendance.	2
Clothing allowance and washing machine in school.	Children are not seen or felt as 'different' and wear well fitted, clean, full school uniform. Children feel ready to learn.	4
Provide a hot and nutritious free school meal (£2.20 daily for 60 pupils)	A nutritious meal makes a huge difference on wellbeing, education and health. Supports children being alert and ready to learn.	

**Total budgeted cost: £136, 478**

# Part B: Review of outcomes in the previous academic year

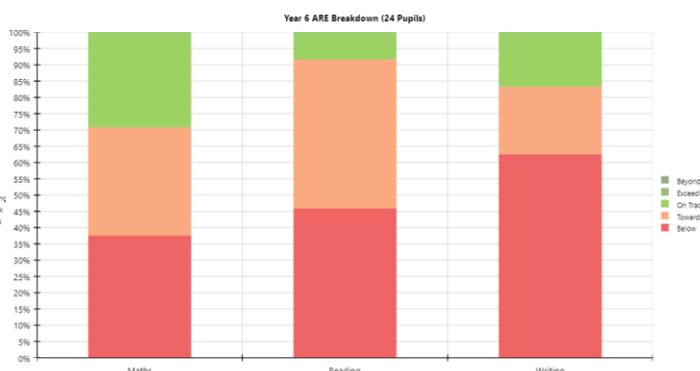
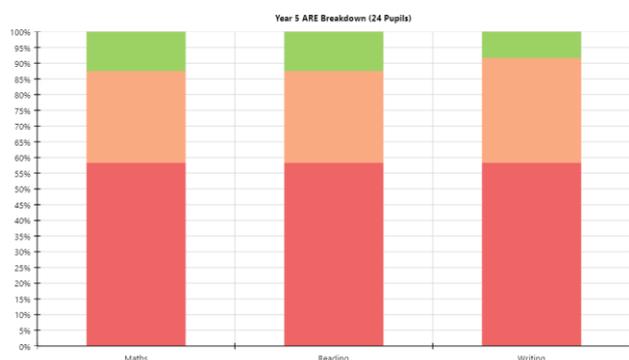
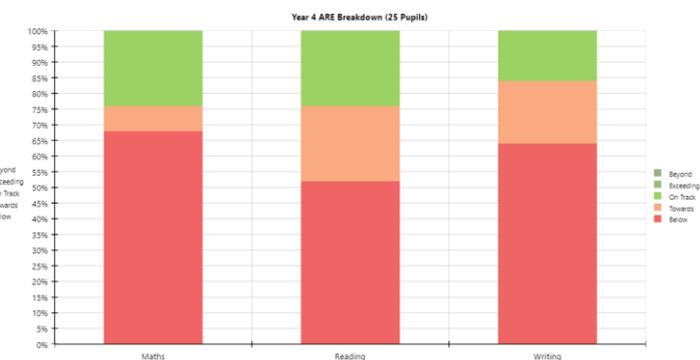
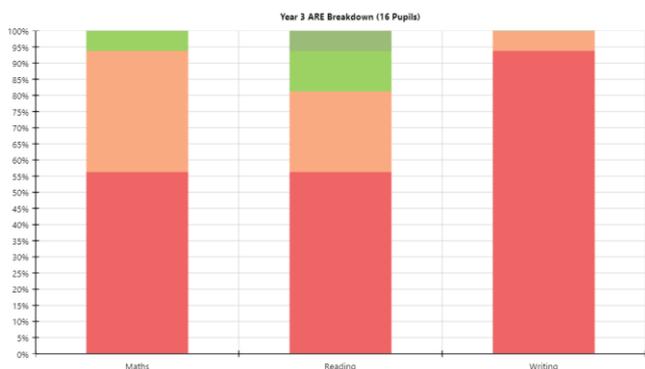
## Pupil premium strategy outcomes

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

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

## Pupil Premium Attainment and Progress 2020/2021



**Progress ARE Grid**

St Paul's Church of England VC Junior School (933/3132)

Year 3 (16)	% Below (1 steps or below)	% Working Towards (2 steps)	% On Track (3 steps)	% Exceeding (4 steps)	% Working Beyond (5 steps or above)
Maths	0%	6%	56%	31%	6%
Reading	0%	31%	38%	19%	13%
SPAG	6%	31%	44%	13%	6%
Writing	6%	50%	25%	19%	0%

**Progress ARE Grid**

St Paul's Church of England VC Junior School (933/3132)

Year 4 (25)	% Below (1 steps or below)	% Working Towards (2 steps)	% On Track (3 steps)	% Exceeding (4 steps)	% Working Beyond (5 steps or above)
Maths	8%	28%	24%	36%	4%
Reading	8%	12%	40%	36%	4%
SPAG	8%	16%	44%	28%	4%
Writing	8%	24%	36%	24%	8%

**Progress ARE Grid**

St Paul's Church of England VC Junior School (933/3132)

Year 5 (24)	% Below (1 steps or below)	% Working Towards (2 steps)	% On Track (3 steps)	% Exceeding (4 steps)	% Working Beyond (5 steps or above)
Maths	4%	8%	38%	25%	25%
Reading	8%	0%	33%	25%	33%
SPAG	6%	17%	6%	33%	39%
Writing	17%	13%	25%	21%	25%

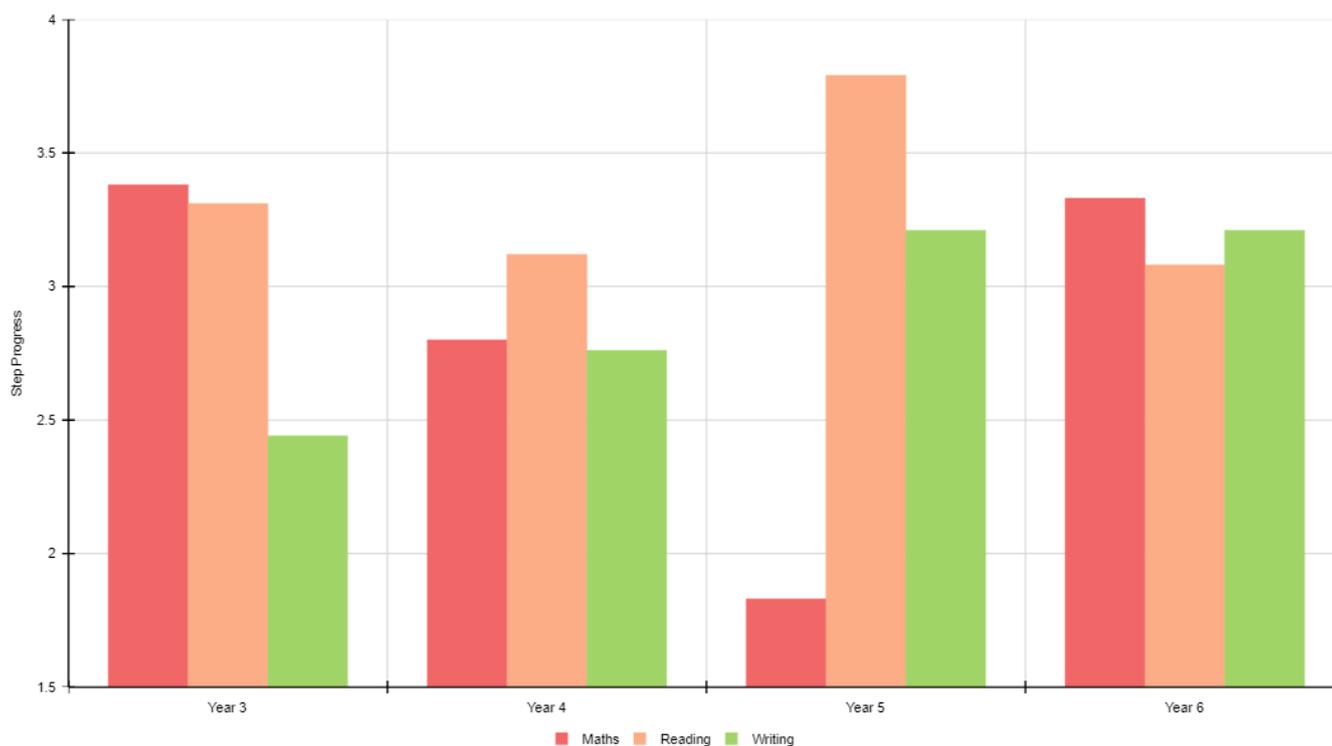
**Progress ARE Grid**

St Paul's Church of England VC Junior School (933/3132)

Year 6 (24)	% Below (1 steps or below)	% Working Towards (2 steps)	% On Track (3 steps)	% Exceeding (4 steps)	% Working Beyond (5 steps or above)
Maths	4%	13%	29%	54%	0%
Reading	4%	13%	50%	33%	0%
SPAG	4%	8%	71%	17%	0%
Writing	4%	4%	58%	33%	0%

**Progress Snapshot (Entry 2020/21 - Summer 2020/21)**

St Paul's Church of England VC Junior School (933/3132)



Entry Y2020/21 to Summer Y2020/21

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**End of Key Stage 2 Attainment (gap between All Year 6 Pupils and Pupil Premium)**

Year 6 (83)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	31%	22%	47%	0%	0%
Reading	29%	42%	28%	1%	0%
Writing	43%	30%	27%	0%	0%

Year 6 (24)	Below (-2 steps or below)	Working Towards (-1 step)	On Track (0 steps)	Exceeding (1 step)	Working Beyond (2 steps or above)
Maths	38%	33%	29%	0%	0%
Reading	46%	46%	8%	0%	0%
Writing	63%	21%	17%	0%	0%

Impact and Progress ( <i>expected progress in one full academic year is 3</i> )			
	Maths	Reading	Writing
Year 3	3.4	3.3	2.4
Year 4	2.7	3	2.7
Year 5	3.7	3.8	3.4
Year 6	3.4	3.2	3.3

Pupil Premium Data Analysis	
Strengths	To Develop
Progress across the school – particularly Y3/4 R&M, Y5 R&W, Y6 W&M Attainment: Y3 Reading, Y4 Maths and reading, Y6 Maths	Attainment for all PP Attainment for writing Progress for new Y6 maths Narrow the gap for all years
<b>KEY FOCUS AREAS:</b> Writing – all years Gap between pupil premium and all pupils	<b>ACTIONS:</b> Four smaller Y6 classes Phonics focus in Y3 (HLTA phonics champion) CPD for teachers in planning English lessons –slow writing CPD for teachers in maths mastery – low threshold, high ceiling tasks Doodle personalised learning for homework & intervention

## YEAR-END REVIEW July 2021

2020/21 Desired outcomes	We achieved
The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease.	<p>Percentage of pupil premium pupils receiving at least 1 intervention: Y3 = 69%, Y4 = 67%, Y5 = 83%, Y6 = 76%</p> <p>Percentage of pupil premium pupils attending after school catch-up sessions (autumn): Y3 = 44%, Y4 = 8%, Y5 = 46%, Y6 = 33%</p> <p>Unfortunately, 9 pupils were invited to after school catch up but chose not to attend.</p> <p>4 Pupils from each Year 3, 4 and 5 class were invited to attend to attend the summer Doodle Catch-up programme (2 parents declined the offer)</p> <p>DHT PP Y4 intervention for ARE and GD reading during school hours</p>
Staff will deliver quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	<p>Lesson studies showed teaching incorporates mastery techniques, The White Rose small steps, CLPE, whole class guided reading, higher order thinking and skills-based learning. Lessons involved modelling and teaching of metacognitive and self-regulative strategies to allow pupils to discover the learning strategies that help them the most. Pupil premium children were fully engaged in all parts of their lessons.</p> <p>June: All teachers received a training session on Maths mastery</p>
High quality texts will be used where appropriate to allow children to access a rich range of vocabulary.	<p>VIPERS and Ashley Booth Guided Reading introduced in the Autumn term and being used across the school.</p> <p>AR permissions changed during the lockdown to allow pupil to quiz from home.</p> <p>EPIC reading scheme introduced and celebrated during lockdown to allow pupils to read books online.</p> <p>£500 of PP money has been allocated to each year group to ensure Pupil Premium children have their own copy of the class novel.</p>
Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with homework as well as maintain regular contact with families to communicate progress and expectations.	<p>Pupil Premium families are contacted to help improve relationships by dojo messages and phone calls as appropriate.</p> <p>Number of families using school dojo has increased.</p> <p>During lockdown well done postcards were sent home and HT/DHT videos posted to celebrate Remote Learning.</p> <p>Remote lesson videos were available on our website, help sheets and where appropriate alternative provision was provided.</p> <p>Live daily 'Help Zoom Lessons' were provided in each year and interventions continued via zoom.</p> <p>Collective Worship continued during lockdown and parents were welcomed. 3 times a week there was a class wellbeing zoom session.</p> <p>Remote parents evening 2</p> <p>School website developed with more information on the school curriculum</p>
Attendance of children will increase therefore gaps will be closed.	<p>Attendance tracked and monitored by the office/PFSA and data provided to Pupil Premium lead to help quickly identify those at risk of struggling to return to school after school closures.</p> <p>PFSA support provided to help outside issues that may be hindering attendance.</p>
Experiences for children to help enhance learning and ensure children have high expectations for themselves.	<p>Virtual visitors in school to enrich experiences – poet, scientist, Christmas panto.</p> <p>As lockdown restrictions have eased while we are still unable to go on school trips visitors have been into school – Y5 Greek Day, Y6 Activities Week, Y4 Samba, Y3 Egyptian Day</p>