



What is Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

Rationale

St Paul's Cof E Junior School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

Strategy

All members of Staff, Governors and Teaching Assistants at St Paul's accept responsibility for socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. This includes one identified governor having responsibility for Pupil Premium and the Deputy Head teacher (Caroline Smart) to implement and evaluate provision compared to other pupils in school to ensure the correct strategies and provision are in place. St Paul's is committed to 'Narrowing the Gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The Governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

Facilitating pupils' access to education

Facilitating pupils' access to the curriculum

Alternative support and intervention within the school

School Context			
Year	Number on roll	Number of pupils eligible for Pupil Premium (%)	Amount of Pupil Premium Funding
2016/2017	300	86 (29%)	£111,812
2017/2018	299	88 (29%)	£116,160
2018/2019	310	71 (23%)	£93,720
2019/2020	332	85 (26%)	£109,440

2019/2020		Pupil Premium	FSM	
YEAR 3	24 pupils PP (26%)	Cannard	7 (21%)	3 (11%)
		Collett	6 (20%)	5 (17%)
		Fosse	11 (38%)	9 (31%)
YEAR 4	24 pupils PP (27%)	Charlton	6 (20%)	5 (17%)
		Garton	6 (21%)	3 (10%)
		Langhorne	12 (41%)	9 (31%)
YEAR 5	22 pupils PP (25%)	Amulet	9 (31%)	5 (19%)
		Foxwell	5 (15%)	3 (11%)
		Mendip	8 (30%)	6 (22%)
YEAR 6	15 pupils PP 15%	Cornhill	6 (23%)	2 (8%)
		Kilver	2 (8%)	2 (8%)
		Monmouth	7 (28%)	6 (24%)

Barriers to future attainment 2019/2020

In-school barriers	External barriers
School KS2 readiness (low academic baselines on entry, socially and emotionally ready)	Low Attendance and high Persistent Absentees
Delayed language and vocabulary skills (speaking & reading skills)	Vulnerable families and pupils with emotional and social needs
Understanding of vocabulary is below expected for many disadvantaged pupils on joining and can slow progress across the curriculum.	Some children do not have access to learning support at home, for example, access to books.
Low attainment in maths	Some children have limited exposure to wider educational experiences that broaden their horizons and develop pupils' cultural capital.

Desired outcomes to diminish the difference between Pupil Premium funded pupils and Other pupils

- A. Pupils with low attendance/ high Persistence Absentee levels are supported and challenged
- B. Continued support for families and pupils with social, emotional and health needs and increase parental engagement
- C. Continue to improve progress and attainment in RWM, including those working at Greater Depth
- D. Continue to develop reading, phonics, vocabulary
- E. Continue to boost pupils who are at risk of falling behind in Reading, Writing and Maths in UKS2
- F. Improved school readiness and pupil enjoyment through providing enrichment curriculum opportunities

Expenditure – Academic Year 2019-2020

Desired outcome	Action - <i>Pupil Premium used for...</i>	Amount Allocated	Rationale and implementation	Monitored by	Reviewed
F, A	Specific resources / experiences (4%)	£ 4,377.60	Positive impact upon children’s social and emotional wellbeing to support academic progress, access to curriculum and improve links with parents.	SLT	On going
E	IT support in class (2%)	£ 2,188.80	Curriculum and learning enhanced through IT.	CS/DF	On going
B	Clothing allowance (0.3%)	£ 328.32	Children are not seen or felt as ‘different’ and wear well fitted, full school uniform.	TR/MH/CS	On going
B	Support materials to be used at home (1%)	£ 1,094.40	Enhance family and parental engagement of targeted hard to reach families.	SLT	On going
F, B	Allocation to support trips and experiences (3%)	£ 3,283.20	Children are given opportunities and experiences which they might not normally have.	CS/TR/MH	On going
A, B	Breakfast club provision (14%)	£ 15,321.60	Positive impact upon children’s social and emotional wellbeing to support academic progress, access to curriculum and improve links with parents.	CS/TR/MH	On going
C, D, E	Funds added to SEN budget for support (39%)	£ 42,681.60	To support pupil premium children that are also on the SEN register and require additional learning support and interventions.	CS/LP	On going
E	Writing Intervention in addition to class support (2%)	£ 2,188.80	Interventions tailored to meet individual needs so that identified PP children make accelerated progress.	SLT	Termly
C, D	Reading Intervention in addition to class support (2%)	£ 2,188.80	To improve fluency and comprehension so that identified PP children make accelerated progress.	SLT	Termly
E	Maths Intervention in addition to class support (2%)	£ 2,188.80	Interventions tailored to meet individual needs so that identified PP children make accelerated progress.	SLT	Termly
C, E	Education subscription/Beanstalk (5%)	£ 5,472.00	Educational subscriptions that have shown they improve pupil.	SLT	Annually
E	Pupil Premium - 1:1 assistants / HLTA (20%)	£ 21,888.00	To support pupil premium children that are also on the SEN register and require additional learning support and interventions.	SLT	Termly
F	Curriculum enrichment (5%)	£ 5,472.00	Children are given opportunities and experiences which they might not normally have.	CS	Termly

END OF YEAR REVIEW

Desired outcomes to diminish the difference between Pupil Premium funded pupils and other pupils	Actions	Review and Impact
A. Pupils with low attendance/ high Persistence Absentee levels are supported and challenged	<ul style="list-style-type: none"> • PFSA supporting target families • Letters sent to parents where attendance is a concern • Pupil premium attendance report created 	While average attendance for Pupil Premium children was already a concern at 92.25% this is now of higher concern with the implication of school closures and COVID-19. Monitoring and supporting attendance will remain high priority in 2020/21.
B. Continued support for families and pupils with social, emotional and health needs and increase parental engagement	<ul style="list-style-type: none"> • Number of PP parents attending the Autumn term parents' evening recorded (73%) • Reports sent home to parents • Maths, reading, writing and e-safety workshops held for parents after school • Knowledge organisers established and shared with termly with parents 	Parental engagement was being monitored more closely throughout the beginning. Unfortunately, school closures resulted in our spring parent's evening being cancelled. During school closures SLT had regular contact with our more vulnerable families, providing packed lunches, paper home learning packs, ipads and support. This will remain a priority in 2020/21.
C. Continue to improve progress and attainment in RWM, including those working at Greater Depth	<ul style="list-style-type: none"> • Interventions led by DHT and TAs • DHT focussed interventions maths – Y4,5,6 and reading Y6, maths GD Y6 • SATS revision books and flash cards purchased for Y6 	Y5 maths intervention average point progress: 2.7 (whole year group average progress 1.7) Y6 maths intervention average point progress: 3.8 (whole year group average progress 3.4) 50% of group achieved greater depth Unfortunately, SATS revision books arrived 3 weeks prior to the March lockdown.
D. Continue to develop reading, phonics, vocabulary	<ul style="list-style-type: none"> • Importance of quality rich class novels introduced to staff and using this as a stimulus for English lessons. • CLPE purchased and training for teachers. • Online phonics training for all teachers and TAs. 	All classes used a quality rich novel in the spring term as a basis for English planning. CLPE power of reading was purchased and staff received training ready for Sept 2020. During lockdown all staff completed an online phonics training course to support pupils on return to school.
E. Continue to boost pupils who are at risk of falling behind in Reading, Writing and Maths in UKS2	<ul style="list-style-type: none"> • DHT delivers a weekly maths intervention for PP children – Y4,5,6 focussing on arithmetic skills. • DHT delivers interventions for Y6 maths (GD) and reading (ARE) • Pupil premium review meetings with all teachers. 	Y5 maths intervention average point progress: 2.7 (whole year group average progress 1.7) Y6 maths intervention average point progress: 3.8 (whole year group average progress 3.4) Interventions actioned as a result of PP meetings.
F. Improved school readiness and pupil enjoyment through providing enrichment curriculum opportunities	<ul style="list-style-type: none"> • Pupil conferencing administered to 40 PP children across the school • Number of PP children attending an after-school club recorded (44%) 	Pupil conferencing showed that pupils love PE and Maths but also feel they need most help in maths. 90% feel any bullying dealt with immediately. 85% feel behaviour is good. Children would like more performance opportunities.

	<ul style="list-style-type: none">• Diary of enrichment opportunities created• Make Sunshine theatre performances for whole. PP pupils from Y5 form a project steering group for the Shepton Arts Festival and visit Shepton Prison.• Make the Sunshine community project and production – The World’s a Playground• 1 PP child from each class took part in an art project at a local care home• Window Wonderland Project	<p>Window Wonderland, The World’s a Playground and Window Wonderland gave the children collaborative and creative opportunities. See parental comments on Dojo.</p>
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Summer 2020 Pupil Premium Data	Reading % of pupils PP (all pupils)	Writing % of pupils PP (all pupils)	Maths % of pupils PP (all pupils)
Y3 ARE+	37% (49%)	21% (41%)	29% (50%)
Y3 Greater depth	4% (5%)	0% (5%)	4% (5%)
Y4 ARE+	22% (51%)	22% (50%)	26% (59%)
Y4 Greater depth	0% (6%)	0% (7%)	0% (8%)
Y5 ARE+	41% (60%)	32% (53%)	41% (60%)
Y5 Greater depth	0% (7%)	0% (6%)	0% (7%)
Y6 ARE+	83% (82%)	70% (76%)	84% (76%)
Y6 Greater depth	8% (21%)	17% (17%)	17% (23%)

ENTRY 2019 to Summer 2020 Pupil Premium progress				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Maths	2 points	1.8 points	1.7 points	3.4 points
Reading	2.3 points	1.8 points	1.5 points	3.5 points
Writing	2.3 points	1.8 points	2.8 points	3.3 points

The vast majority of Y3,4,5 pupils were not in school for April through to July due to COVID-19.

	Average attendance	% of PP pupils below 90%
YEAR 3 (24 pupils)	92.44%	12.5% (3 pupils)
YEAR 4 (23 pupils)	92.76%	21.74% (5 pupils)
YEAR 5 (23 pupils)	92.71%	26.09% (5 pupils)
YEAR 6 (13 pupils)	90.2%	46.15% (6 pupils)
Average attendance for Pupil Premium: 92.25%		
Average attendance for school: 95.7%		

Pupil Premium COVID 19 and School Closure Impact

Schools in England were affected significantly by the coronavirus pandemic. Throughout the period of school closure, St Paul’s Junior School continued to provide care and support for the children of key workers and our most vulnerable pupils.

We know from research that disadvantaged pupils’ learning is likely to be adversely affected by school closures and St Paul’s has worked hard to mitigate this. We provided home learning activities, both online and in paper-based format and a wide range of resources for all pupils including communication through class Dojo and Seesaw. We were aware that internet access were problematic for some families and endeavoured to provide support where this was the case, e.g. delivery of ipads/learning packs to pupils’ addresses. We also contacted every family weekly/fortnightly and for our most vulnerable families, this included many door-step visits. Staff went above and beyond to support families, this included for some families: delivering packed lunches, socially-distanced doorstep visits and working with additional services such as social care to ensure that families are supported.

Since the beginning of June 2020, following government and local authority guidance, additional children began to return to school. The school worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority was to address their social and emotional needs and to ensure that any anxiety about returning to school was minimised. With this in place, we then turned our attention to beginning to identify any learning gaps (June/July 2020) which had come about during the lockdown period, particularly so for disadvantaged children. We continued to provide home learning opportunities for those children who did not return to school until September. During this time, we also added to our home learning provision by having two face-to-face Zoom sessions and invited all children to the school field for a transition session with their new teacher.

During the summer term it was also important for us to think ahead to the new academic year and to plan what a ‘recovery’ curriculum needed to look like for our children at St Paul’s, including our disadvantaged and vulnerable pupils. The focus for our recovery curriculum was:

Positive, safe, nurturing, healthy relationships

Emotional wellbeing, mental and physical health (physical education, team games, gardening, forest schools, yoga etc.)

Our school values: Respect, Encourage, Friendships, Love, Equality, Compassion, Trust

Basic skills in maths, reading and writing

Creative arts (drama, role play, music, art)

Reading for pleasure

Use of the outdoors

	% of PP pupils in school during lockdown	% of PP pupils who had low engagement in home learning	% of PP pupils whose reading age did not increase between March 2020 and Sept 2020	% of PP pupils whose reading age dropped between March 2020 and Sept 2020
YEAR 3	17%	42%	50%	17%
YEAR 4	21%	33%	25%	17%
YEAR 5	9%	41%	45%	9%

Planning for 2020/2021

In-school barriers	External barriers
A: Pupil Premium children gap is likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure.	D: Parental expectation, learning environments and support from home is varied. Access and involvement in home learning is low.
B: Teachers use 'quality first teaching strategies' and pupil premium children have these personalised to help them play an active part in lessons. However, higher order and deeper thinking tasks need to be used more widely across the key stage and curriculum.	E: Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons. COVID-19 also means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised.
C: Understanding of vocabulary is below expected for many disadvantaged pupils on joining and can slow progress across the curriculum.	F: Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. COVID-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home.

Desired outcomes:

- The gap between Pupil Premium children's achievements will decrease therefore allowing the overall gap to decrease.
- 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.
- High quality texts will be used to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. High quality texts also available for access through reading schemes, school library and book clubs.
- 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.
- Attendance of children will increase therefore gaps will be closed.
- Experiences for children will help enhance learning and ensure children have high expectations for themselves.

<p>Quality first teaching.</p>	<p>Know each child and meet their individual needs.</p>	<p>A relentless and persistent focus on making every moment and year count.</p>
<p>To develop a culture of aspiration.</p>	<p>Core Principles at St Paul's C of E VC Junior School to ensure all of our pupils, but particularly those who may be 'disadvantaged' due to their social economic background, achieve the very best outcomes.</p> 	<p>To build supportive relationships with families.</p>
<p>A relentless and persistent focus on ensuring an attendance rate does not fall below 95%.</p>	<p>Targeted support to ensure those that are behind catch up and the gap is closed the gap as early as possible.</p>	<p>To support all pupils who we feel are disadvantaged, regardless of whether or not they receive Pupil Premium.</p>