

St Michael's CE Junior School Pupil Premium Strategy Statement 2020-2021

1. Summary information					
School	St Michael's CE (Controlled) Junior School				
Academic Year	2020-21	Total PP budget	£65,655	Date of most recent PP Review	Sept 20
Total number of pupils	353	Number of pupils eligible for PP <i>FSM/ Ever 6/ Service/ LAC/ AfC/ SGO</i>	73 21%	Date for next internal review of this strategy	Jan 21 Apr 21

2. Current attainment at the end of KS2 (2019) No end of KS2 Assessments in 2020 due to Covid-19			
	Pupils eligible for PP (KS2 SMJS 2019)	Pupils not eligible for PP (KS2 SMJS 2019)	Pupils not eligible for PP (KS2 National 2019)
% achieving expected standard or above in Reading, Writing & Maths	31%	66%	71%
% achieving expected standard or above in Reading	50%	81%	78%
% achieving expected standard or above in Writing	56%	77%	83%
% achieving expected standard or above in Maths	44%	77%	84%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Some children eligible for PP have low attainment on entry. This impacts on achievement in subsequent years.
B.	Limited parental support and engagement at home slows progress in all curriculum areas for some children eligible for PP. This has an effect on engagement at home, impacting on any home learning.
C.	Lack of resilience and positive attitude to learning for some children prevents children of all abilities aiming high. For some this has been exacerbated by being at home during lockdown.
Additional barriers	
D.	Attendance and punctuality rates for some PP pupils are below that for all children. This reduces their school hours or prevents them from accessing the start of lessons and causes them to fall behind.

4. Intended outcomes	Success criteria
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A.	Identified children will make accelerated progress in Reading, Writing and Maths and catch up following missed learning during lockdown.	Pupils eligible for PP match the percentage of children who are not PP achieving Age Related Expectations (ARE) in Reading, Writing and Maths.
B.	Higher rates of progress across all key stages for pupils eligible for PP in order to achieve a higher percentage of PP children achieving ARE	Pupils eligible for PP make at least expected progress and match the percentage of children who are not PP achieving ARE and Greater Depth (GDS) in Reading, Writing and Maths.
C.	Increase resilience of children in receipt of PP	Pupils eligible for PP match the progress made by those children who are not PP in Reading, Writing and Maths.
D.	Increased attendance and punctuality rates for pupils eligible for PP.	Overall attendance for children eligible for PP is at least at 95% and in line with attendance rates for other pupils.

5. Planned expenditure

Academic year	2020-21
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i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Staff Training on improving outcomes in Reading, Writing and Maths.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	We want to invest some of the PP in longer term change which will help all pupils as some pupils eligible for PP are making less progress than other pupils. We want to ensure that all of our teachers are well versed in practices which stretch and encourage all pupils.	<ul style="list-style-type: none"> • INSET Days to deliver training. • Staff meetings focussing on challenge for all pupils in all subjects. • Maths Leader to deliver training to all staff. • English Leaders to deliver training to all staff. • Observations and Learning walks to ensure learning is embedded. • Monitoring of teaching and learning. • Work Scrutinies. • Leadership Support to ensure Year Leaders are driving improvements in outcomes in their Year Groups. 	DHT/English Leader/ Maths Leader/Year Leaders	Summer Term 2021

Staff Training on improving outcomes in Foundation Subjects and the wider curriculum	Identified children will make accelerated progress in the foundation subjects	We want to invest some of the PP in longer term change which will help all pupils as some pupils eligible for PP are making less progress than other pupils. We want to ensure that all of our teachers are well versed in practices which stretch and encourage all pupils in all subjects.	<ul style="list-style-type: none"> • DHT to have heightened focus on Curriculum Leadership through Performance Management. • Re-design the curriculum to ensure a breadth of experiences. • Staff meetings focussing on challenge for all pupils in all subjects. • Observations and Learning walks to ensure learning is embedded. • Monitoring of teaching and learning. • Work Scrutinies. • Assessment embedded for Foundation subjects which identifies PP children. • Diocese support for RE subject leader 	DHT/Subject Leaders/Year Leaders	Summer Term 2021
My Happy Mind and new RSE planning is used to support all children with PSHE	Identified children will make accelerated progress in Reading, Writing and Maths through increased resilience. Improve communication and language skills for pupils eligible for PP.	We want to invest some of the PP in longer term change which will help all pupils as some pupils eligible for PP are making less progress than other pupils. We want to ensure that all of our teachers and children are able to become resilient, life long learners	<ul style="list-style-type: none"> • Baseline information is compared to an assessment at the end of the year • Pupil conferencing • Work scrutinies • PSHE leader to ensure impact on the PP children 	PSHE Leader	Summer Term 2021
Total budgeted cost					£31000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Short term intensive interventions from teachers and LSAs matched to the children's needs.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	The Education Endowment Foundation (EEF) Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • Regular monitoring with assessment before, after and during interventions. • PP Case studies to be monitored termly to ensure interventions are being used effectively. • Support from SLT to ensure interventions are matched to need • Regular monitoring from SENCo and through Pupil Progress • Teachers to provide interventions for PP children to ensure catch up from lockdown and support for accelerated progress. 	Special Education Needs Coordinator (SENCO) And Class Teachers	Summer Term 2021

Use of Pupil Conferencing for specific PP children as a means of targeting specific areas for children.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	The Education Endowment Foundation (EEF) Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • Regular monitoring of case studies to ensure impact of pupil conferencing • Book scrutinies to look for impact • DHT to implement and support teachers to implement strategy • Teachers to pupil conference PP children at least once a half term 	Deputy Head	Summer Term 2021
Mentors for PP children to be introduced to support specific emotional and academic needs.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication skills for pupils eligible for PP.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • Regular monitoring and review of progress/ impact. • DHT to monitor impact of mentors through pupil conferencing 	Deputy Head	Summer Term 2021
Family Support Worker employed to support children and families.	Parents of pupils eligible for PP engage with their children's learning and encourage and support the high aspirations of the school. Increased attendance and punctuality rates for pupils eligible for PP.	We want to engage parents with their child's education, which is known to improve outcomes. We are unable to improve attainment for children if they are not actually attending school. National Foundation for Educational Research (NFER) Briefing for School leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> • Regular monitoring to ensure attendance is in line with those children who are not eligible for pupil premium. 	Headteacher	Summer Term 2021
Subsidy for trips and residential activities to ensure all children have access to similar learning activities as peers when trips and residential activities resume.	Increase resilience of children in receipt of PP.	Teamwork builds resilience which is a transferable skill. The EEF Toolkit suggests that outdoor education has a positive impact on improving outcomes.	<ul style="list-style-type: none"> • Monitoring of trips plan to ensure all trips build on and embed the breadth and depth of the curriculum experience and providing the children with a wider general knowledge. • Monitor letters sent to ensure all children are offered subsidy (this is already in progress). 	Educational Visits Coordinator PP Lead	Summer Term 2021
Employment of two Emotional Literacy Support Assistants (ELSAs) in order to improve social and emotional wellbeing of pupils eligible for PP.	Increase resilience of children in receipt of PP. Improve communication and language skills for pupils eligible for PP.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • ELSA Supervision Meetings to share professional expertise. • Regular monitoring and review of progress/ impact. • Minutes of ELSA review meetings are monitored to show impact of ELSA sessions 	Deputy Head	Summer Term 2021

Employment of 1x LSA to support PP children with English as an additional language	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	The Education Endowment Foundation (EEF) Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> Regular monitoring with assessment before, after and during interventions. PP Case studies to be monitored termly to ensure interventions are being used effectively. 	Deputy Head and Class Teachers EAL Leader	Summer Term 2021
Total budgeted cost					£31000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
LSAs to be deployed to work in the Library to focus on identified children in order to support their reading choices and enhance access to the curriculum.	Identified children will make accelerated progress in Reading.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> Regular Monitoring to ensure participation of pupils eligible for pupil premium. Pupil Outcomes to reflect improved reading achievement. Performance Management 	Deputy Head	Summer Term 2021
Total budgeted cost					£3000

Review of PP spending and impact

PP spending is reviewed by governors and SLT each year and will be reviewed in July 2021. All PP pupils' progress is monitored regularly throughout the year and actions are taken to improve progress if it is not at the expected rate.

6. Review of expenditure

Previous Academic Year	2019-2020 Data and Impact information only available to March 2020 due to lockdown				
i. Quality of teaching for all					
Action	Intended Outcome	Impact	Lessons learned		
Staff Training on improving outcomes in Reading, Writing and Maths.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	Starting to show impact before lockdown – disadvantaged children improving outcomes in some areas across the school. During lockdown children were contacted regularly and support offered to PP children for remote learning including providing laptops and printing resources for them.	This will continue – QFT is a high priority. Focus next year on ensuring progress for all disadvantaged children is on track following Covid-19. Supporting staff to look at different strategies that can be used to support catch up for disadvantaged children.		

Staff Training on improving outcomes in Foundation Subjects	Identified children will make accelerated progress in the foundation subjects	Limited data due to lockdown.	This will continue as a focus for all disadvantaged children. We will adapt case studies to reflect progress made in foundation subjects and also to reflect children's strengths in these subjects.
My Happy Mind scheme is purchased to support all children with PSHE	Identified children will make accelerated progress in Reading, Writing and Maths through increased resilience. Improve communication and language skills for pupils eligible for PP.	My Happy Mind was introduced and also shared with children through home learning. Children had just under a term and a half of this before lockdown – limited data	We will continue with this as a way to support the introduction of the RSE curriculum and to ensure that children have improved communication skills. Regular monitoring by the PSHE lead and pupil conferencing will measure the impact and case studies will reflect resilience. This is particularly important post covid lockdown.
ii. Targeted support			
Action	Intended Outcome	Estimated impact:	Lessons learned
Short term intensive interventions matched to the children's needs.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	Impact was starting to be seen across the school in some areas before lockdown. Data shows an increase in some areas of attainment and progress for PP children.	This will continue. Before lockdown we were using the monies for LSAs primarily to deliver interventions. Due to the gaps arising due to lockdown we will provide time for class teachers to carry out intensive interventions with their PP children to improve outcomes.
Use of Pupil Conferencing for specific PP children as a means of targeting specific areas for children	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	This started in Spring 2020 and therefore impact was limited due to lockdown.	This will continue next year and form a key part of our PP strategy to target specific areas for PP children. We will use the PP funding to provide time once a half term for teachers to spend time with their PP children, assessing barriers to learning and closing gaps where needed. This will allow us to close the gaps for these children quickly as the teachers will have a deeper understanding of the child's needs.
Employment of 1x LSA and 1x Teacher for 30 mins per week to target pupils eligible for PP at Homework Club in order to support Reading, Writing and Maths	Identified children will make accelerated progress in Reading, Writing and Maths.	Not all PP children attended and impact was low.	We found there was further impact from year group homework clubs. Some PP children did attend but not regularly and so they were not fully supported. We will therefore not continue this. We will look at different ways to engage children and can hopefully return to year group homework clubs once the covid restrictions are lifted. In the meantime please see below for further homework clubs.

Employment of 4 teachers a week to target pupils eligible for PP at an additional catch up club for times tables and spelling support	Identified children will make accelerated progress in Reading, Writing and Maths.	Medium Impact before lockdown. Children attended and benefitted from further time for spellings and times tables which impacted children's progress.	Homework clubs for additional catch up can not currently be provided in the same way due to covid restrictions. Therefore children will need to be targeted through Early Morning Work and interventions to ensure they are catching up on any homework they have missed. We will resume the club once the covid restrictions are lifted. This will be monitored through the case studies.
Family Support Worker employed to support children and families.	Parents of pupils eligible for PP engage with their children's learning and encourage and support the high aspirations of the school. Increased attendance and punctuality rates for pupils eligible for PP.	PP March 2020 – 94.7%. Impact hard to measure due to lockdown. RAG letters were sent - March 2020. During lockdown FSW supported a variety of PP families to access their home learning through providing weekly check ins and printing home learning for children and families. FSW also liaised with a local charity to provide computers for families. The FSW also supported delivering food hampers to PP children and organised further support for families where needed.	The FSW is an essential link for our PP families and provides support for them. This will continue. We will ensure that impact is shown on the case studies. The FSW will contact any family who are self isolating to offer further support and guidance. The FSW also works with specific PP children and families who have been identified as needing specific pastoral support.
Subsidy for trips and residential activities to ensure all children have access to similar learning activities as peers.	Increase resilience of children in receipt of PP.	High Impact – PP children are able to attend trips and visits. Our PGL residential allowed more PP children to attend.	Day trips and residential will continue to be subsidised to ensure all children can access this experience. We will continue to ensure letters are sent to parents so that they are aware of this before making a decision. In the case of residential we will also ensure that we follow up when any PP children still decide not to attend.
Employment of two Emotional Literacy Support Assistants (ELSAs) in order to improve social and emotional wellbeing of pupils eligible for PP.	Increase resilience of children in receipt of PP. Improve communication and language skills for pupils eligible for PP.	High Impact – reviews in three cycles pre lockdown show children making progress on the targets identified by the class teachers.	This will continue and we will continue to use ELSA to support PP children. We will need to ensure that for any PP child the impact is reflected on the child's case study. Next year we will work on continuing to improve communication between ELSA, FSW, LSAs and Class teachers to ensure the greatest impact is seen in class.
Employment of 1x LSA to support PP children with English as an additional language	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	High Impact - EAL children made progress and progress seen for children who were new to country.	Next year there will be a greater focus on supporting families access the PP funding through translation of resources and forms. The EAL LSA will also ensure that homework and key letters home are translated along with continuing to support children through interventions and offering guidance to LSAs and teachers.
iii. Other approaches			
Action	Intended Outcome	Estimated impact:	Lessons learned

<p>LSA to be deployed to work in the Library to focus on identified children in order to support their reading choices and enhance access to the curriculum.</p>	<p>Identified children will make accelerated progress in Reading.</p>	<p>Started to show an impact before lockdown – the LSAs heard PP children read and supported with book choice. During lockdown children were given access to the e-library.</p>	<p>Next year we will need to build on this and ensure that PP children are accessing the e-library. This can be promoted by the librarians and then recorded on their case studies. Children can request books and they can be delivered and this will start with the PP children. This will be monitored for impact by the class teachers.</p>
<p>Employment of two LSAs to run a lunchtime nurture club every break and lunch time</p>	<p>Increase resilience of children in receipt of PP. Improve communication and language skills for pupils eligible for PP.</p>	<p>Medium impact – some children benefitted from improved communication skills.</p>	<p>Due to the nature of our current bubbles children are not able to access a breaktime or lunchtime club in the same way. However we have ensured that each bubble has the same lunchtime adult and breaktime is covered by a member of their class teaching team. This ensures that relationships are developed between the adult and the children and children who may find breaktime or lunchtime more difficult are being supported. This may include creating specific games. This will also be supported by our PE coach.</p>