



School Vision

We believe that the primary years should be full of joy, laughter and inspirational learning in a safe and supportive school. We are an attachment aware school, proud to use emotion coaching and restorative approaches to help children to develop the skills they need to get on with others and be kind to themselves. All we do at St John the Baptist Church of England Primary School is based on our Christian values of respect, friendship and trust.

Children thrive with supportive adults modelling the values and behaviours we wish for our children - everybody at St John's is a learner and every individual can learn something new every day. We believe that all children have the capacity to learn and to delight in learning and that they learn best through play, through being outdoors and through first-hand experience. All members of our school are given the support and challenge they need across a broad, rich curriculum to discover and develop their unique attributes as learners and to live our values. Children of all ages can be confident, independent learners, evaluating their learning, taking on board feedback to improve and wanting to do their best. We call this REACH learning - resilient, enthusiastic, ambitious, creative and hands on.

Parents, carers and our wider community, including our church family, are welcomed into the learning adventure of our children. We provide opportunities for community participation and leadership development for all our children and aim to ensure all children at St John's build **respect** for our planet, **trust** in ourselves and strong bonds of **friendship** with each other and with people across local, national and global communities.

Pupil Premium Funding

Pupil Premium Funding: The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6 (Ever 6 FSM).
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus).
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order.

Service Pupil Premium (SSP): There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011



- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

Pupil Premium Strategic Principles - Education Endowment Fund Guidance

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group:

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

- A Strategy Group, which includes the HT, DH and governors, review the effectiveness of strategies at the end of each assessment phase.

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- Self-evaluation is rigorous and honest.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pupil Premium Strategy Group

This group meets termly to review the effectiveness of and PP strategies. The Pupil Premium principles, monitoring and analysis are used to evaluate impact and realign actions. The group includes inclusion governors; they are directly involved in the review process, gain valuable insight into the successes and challenges and can therefore evidence how funding is used flexibly through an academic year.

Team member	Role
Headteacher: Kay Bowen	Strategic overview of curriculum recovery and catch up. Strategic financial management.
Deputy Headteacher: David Parkin	Strategic monitoring of processes and procedures, and progress of PP children. Identification of target groups. Pupil conferencing and mentoring coordinator. Analysis of attendance data.
Phase Leaders: Alison Reily (KS1) and Peter Reed (KS2)	Clarity and consistency of pedagogical approaches / work scrutiny / moderation / progress reviews. Analysis of PP progress data
SENco: Sarah Donaghy	Strategic overview and monitoring of class-based interventions and specific programmes for the disadvantaged pupils who also have SEN.
Inclusion governors: Sonia Crabb and x	Review the effective use of funding and the impact of the PP Strategy.
Review Dates for academic year:	<p>March 2021: Evaluate initial implementation to sharpen the focus on key priorities.</p> <p>April 2021: Consideration of the Pupil Premium allocation for the new financial year and possible changes to the use of the funding.</p> <p>July 2021: Compile the final published impact statement and to prepare new strategy to be published in readiness for the new academic year. This would link to the development of the school improvement plan.</p>

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Key barriers and rationale for Pupil Premium priorities 2020/21

- Ensuring all adults understand the importance of addressing wider needs of disadvantaged pupils and providing opportunities beyond the academic curriculum
- Some children have not been attending school regularly due to COVID-19 school closures. Their experiences will all be very different; teachers will therefore identify children who need support, implement support strategies and monitor wellbeing on a daily basis.
- COVID-19 will have had an adverse effect on the progress of some disadvantaged pupils; these pupils will need to be challenged and supported to accelerate their learning.
- Deprivation does adversely affect the emotional well-being and opportunities of some disadvantaged pupils. For some families, a lack of financial stability limits out of school opportunities; enrichment activities need to be offered and opportunities to enhance cultural capital need to be pursued.
- Poor attendance does adversely affect the progress of some pupils and their attitudes to learning; personalised strategies to improve attendance need to be implemented.
- Some children enter school with poor communication and literacy skills - limited vocabulary, poor listening skills, lack of social skills and confidence. A strong emphasis is needed on the development of vocabulary, including technical vocabulary across the curriculum.
- Low resilience to face challenges, harder learning and to try new things; strategies to develop positive learning behaviours are needed.
- Some children have limited support from home for regular reading and home learning; this support needs to be offered in school.
- Some parents do not readily engage with the school; strategies need to encourage involvement and build confidence.

Current Profile

Financial Year	2020-2021	Number of Pupils eligible for PP	39	Breakdown of PP Pupils		
Number on Roll	279	FSM PP budget 20/21 Financial Year	£48,730	FSM/Ever 6	Service	LAC
		Service Premium 20/21	£1,550	31	5	3

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Disadvantaged pupil progress scores (National Other - all children nationally not identified as disadvantaged)

Measure	2017		2018		2019	
	Disadvantaged (4 pupils)	National Other	Disadvantaged (3 pupils)	National Other	Disadvantaged (7 pupils)	National Other
Reading	-2.52	0.32	-10.48	0.3	-5.77	0.31
Writing	3.99	0.14	-6.83	0.22	3.67	0.26
Maths	-5.42	0.26	-6.46	0.29	1.67	0.36

Disadvantaged pupil attainment

Measure	2017		2018		2019	
	Disadvantaged (4 pupils)	National Other	Disadvantaged (3 pupils)	National Other	Disadvantaged (7 pupils)	National Other
Reading	25%	77%	33%	80%	43%	78%
Writing	75%	81%	33%	83%	86%	83%
Maths	25%	80%	33%	81%	100%	84%
Combined	25%	67%	33%	70%	43%	71%
KS1	Disadvantaged (2 pupils)	National Other	Disadvantaged (5 pupils)	National Other	Disadvantaged (5 pupils)	National Other
Reading	50%	79%	40%	79%	60%	83%
Writing	50%	72%	40%	74%	60%	77%
Maths	50%	79%	40%	80%	60%	83%
Year 1	Disadvantaged (5 pupils)	National Other	Disadvantaged (3 pupils)	National Other	Disadvantaged (2 pupils)	National Other

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Phonics	60%	84%	67%	85%	50%	84%
EYFS	Disadvantaged (4 pupils)	National Other	Disadvantaged (0 pupils)	National Other	Disadvantaged (1 pupil)	National Other
GLD	75%	73%	-	74%	100%	74.3%
Reading	75%	80%	-	80%	100%	75.9%
Writing	75%	76%	-	76%	100%	75.9%
Maths	75%	80%	-	81%	100%	80.7%

Planned expenditure of Pupil Premium.

A tiered approach for 2020/21 has been used for planning the effective use of Pupil Premium funding and Catch-Up Premium.

Teaching and Learning

Funded item/initiative	Action/strategy	Expenditure



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<p>High-quality teaching for all:</p> <ul style="list-style-type: none"> ● School improvement priorities ● Clarity and consistency on pedagogical approaches ● Ensuring disadvantaged pupils access, succeed and wherever possible excel across the wider curriculum 	<p>Core subject leadership support</p> <p>a) To further develop maths mastery approach (esp in EYFS); pupils become more fluent, resilient and independently solve problems.</p> <p>b) Develop writing fluency and stamina</p> <p><i>Intended impact: more PP pupils meet ARE or greater depth</i></p> <p>All staff implement best practice in teaching of reading</p> <p><i>Intended impact: all children are motivated to read and make good progress</i></p> <p>Development of Key Stage 1 Continuous Provision: release time.</p> <p><i>Intended impact: more vulnerable pupils develop positive learning behaviours and can access Year 1 curriculum.</i></p> <p>Subject leaders to develop learning journey blueprint and exemplars.</p> <p><i>Intended impact: Pupils are successful through a sequence of lessons; teaching is responsive, task design is appropriate, pupils develop their metacognition.</i></p> <p>Leaders construct a curriculum that is ambitious and designed to enable all pupils to make links across the curriculum</p> <p><i>Intended impact; children develop skills, knowledge, vocabulary and cultural capital to succeed in life</i></p>	<p>Cost of Eng and Ma and EY core provision</p> <p>Release leadership time for coaching</p> <p style="text-align: right;">£4,500</p>
<p>Effective diagnostic assessment:</p> <ul style="list-style-type: none"> ● Progress reviews / forensic analysis of learning gaps ● Responsive use of formative and summative assessment for curriculum design 	<p>Pupil progress meeting, termly</p> <p>Development of assessment in maths and English to support forensic analysis of learning gaps and target setting</p> <p><i>Intended impact; interventions are precise and time-scaled; pupils able to apply knowledge and skills</i></p> <p>Specific, short-term targets set with children</p> <p><i>Intended impact; provision enable pupils to readily access learning in classes</i></p> <p>Investment in online maths programmes with in-built diagnostic assessment tools (Numbots of KS1 and TTRS in KS2).</p> <p><i>Intended impact: pupils develop fluency in number facts and procedural fluency</i></p>	<p>Training to use new assessment system - staff release time and SLA</p> <p>Subscriptions to online apps</p> <p style="text-align: right;">£4000</p>

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<p>Supporting remote learning:</p> <ul style="list-style-type: none"> ● IT platforms / CPD ● Quality assurance 	<p>Staff training to support teaching and learning and possible remote for vulnerable families in event of a school closure or children/classes self-isolating</p> <p>Staff cpd to support access and delivery of learning at home</p> <p>Monitoring and support for remote learning via SeesawGoogle Classroom <i>Intended impact: all pupils are able to benefit from blended learning; more vulnerable families are supported</i></p>	<p>Drift - time to enroll new devices to be loaned during remote learning</p> <p>Subscription to Seesaw</p> <p style="text-align: right;">£4,500</p>
<p>Focussed professional development:</p>	<p>Weekly inductions sessions and targeted coaching for early career teachers and staff new to the school</p> <p><i>Intended impact: subject knowledge and pedagogical skills of teachers and support staff are strengthened. Staff are more effective in developing the emotional health and wellbeing of the more vulnerable pupils.</i></p>	<p>Leadership release time</p> <p style="text-align: right;">£5,000</p>
Targeted Academic Support		
Funded item/initiative	Action/Strategy	Expenditure



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<p>High quality one to one and small group tuition:</p> <ul style="list-style-type: none"> ● Planning/teaching for pupils with SEND ● Release time for teachers and teaching assistants ● Responsive teaching to set up intervention groups for phonics, speech and language, time's tables and vocabulary based on formative assessment from lessons. 	<p>ELSA to support PP/SEND children – 1:1, small group and focus group work. <i>Intended impact; most vulnerable children are able to access learning</i></p> <p>Qualified teacher (in LSA role) to support phonics/reading with PP/SEND children and those who need to catch up year 3/4 <i>Intended impact; children at greatest risk of not making expected progress are identified and gaps in learning are filled leading to greater progress</i></p> <p>Training time for LSAs to run online interventions and small group tuition/teaching. <i>Intended impact; the educationally most vulnerable children continue to receive interventions during periods of isolation to school closure, ensuring the gap between the disadvantaged and non-disadvantaged is not widened</i></p> <p>Teacher/HLTA 2 afternoons weekly in Year 5/6 reading intervention teaching <i>Intended impact; teachers are clear on outcomes and ensure pupils are given opportunities to apply and further develop knowledge and skills within class-based learning journeys. Specific assessment domains are strengthened. Pupils therefore make substantial progress</i></p>	<p>ELSA and Nurture group</p> <p>Intervention staff</p> <p style="text-align: right;">£20,288</p>
<p>Wider support strategies (Emotional, social and behavioural support & Enrichment)</p>		
Funded item/initiative	Action/Strategy	Expenditure

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<p>Supporting pupils’ social, emotional and behavioural needs:</p> <ul style="list-style-type: none"> ● Adaptations to PSHE curriculum ● Individual / group interventions supporting emotional well being ● Positive behaviour strategies 	<p>ELSA time, Nurture group and resources, including half termly supervision <i>Intended impact; personalised programmes reduce barriers for learning so that pupils can access curriculum and make progress.</i></p> <p>De-escalation positive behaviour training <i>Intended impact; negative behaviour has minimal impact on learning, positive relationships are fostered with parents/carers that support children’s learning</i></p> <p>Bereavement training and setting up of Bereavement Support Groups in school. <i>Intended impact; staff and pupil are supported during times of loss, ensuring that the most basic of needs are fulfilled</i></p>	<p>ELSA/Nurture staff time</p> <p>Educare training platform</p> <p style="text-align: right;">£6,000</p>
<p>Communication with and supporting parents:</p> <ul style="list-style-type: none"> ● Maximising attendance and reducing persistent absences ● Partnerships in learning 	<p>Phone calls and meetings with SLT offering support and guidance.</p> <p>Time of DSL to manage individual attendance issues – PCP meetings, Legal panel. <i>Intended impact; personalised strategies improve attendance and parent partnerships are strengthened; pupils are motivated, supported and challenged to be successful</i></p> <p>Cost of home learning packs to support remote learning</p> <p>Homework Club for PP/SEND children in Y1-6. <i>Intended impact; pupils are able to access and be successful within class; pre teaching and tutoring increase confidence and develop positive behaviours for learning</i></p>	<p>DSL time</p> <p style="text-align: right;">£2,000</p>



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Enrichment: <ul style="list-style-type: none"> ● Access to clubs, residential, signposting to clubs outside of school ● Opportunities to enhance cultural capital 	<p>Funding the cost of trips/residential will be subsidised for disadvantaged children.</p> <p>Discount for disadvantaged children to access paid music/sports clubs</p> <p><i>Intended impact; pupils benefit from enrichment activities; they are able to pursue interests and develop cultural capital.</i></p>	<p>£4,000</p>
Total Expenditure		<p>Pupil Premium</p> <p>£50,280</p>

School Improvement Plan 2020/21 priorities that particularly benefit disadvantaged pupils.

Disadvantaged pupils should benefit from improvements to the quality of education. The monitoring of impact, including pupil voice, should evidence how disadvantaged pupils are more confident, fluent, resilient, and independent.

Priority Target 1.1 : All leaders and teachers use data to improve teaching and targeted learning for specific children and groups

Priority Target 1.3: Groups, including children who have SEND, protected characteristic (GRT) or have PP or Forces funding, are making progress in line with peers and being challenged

Priority Target 2.2 : Consistently high quality teaching of reading ensures pupils attain in line with the Local Authority

Priority Target 2.3 : Consistently high quality teaching of Maths ensures pupils attain in line with the Local Authority

Strategic developments 2021 -2024 (Longer term developments to strengthen the quality of education for disadvantaged pupils)

Post COVID-19

- Re-establish and promote opportunities to develop cultural capital, creative arts and STEM
- Re-establish a range of enrichment activities, including residential / outdoor learning.
- Further develop emotional health and well-being curriculum

Review of prior Pupil Premium Strategy

Narrow the attainment gap between PP and non PP children:

- Teachers use of FFT target setting has developed over the year
- Specific targets identified and planned for by all teachers
- Variance across teacher expertise in these areas - i.e.variance home learning adaptations meant that gains were uneven across the school
- KS2 PP progress and attainment in Writing and Maths was better than national other. However, Reading attainment and progress was well below national other and remains a focus for the next academic year.



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- Attainment at KS1 was below national other as a percentage, but this was a small cohort of PP children which makes comparison difficult
- Phonics outcomes - pupil specific results

Improved spelling, reading and maths results across all key stages:

- Improved outcomes shown through three year analysis
- Service child passed screening, although FSM children did not achieve a pass mark, their score did improve steadily over the course of year 2
- Majority of children achieved at least 2 of their FFT targets

Increasingly positive learning behaviours lead to increased engagement and outcomes:

- Behaviour has shown significant improvements for identified pupils - specific issues remain
- Nurture group - group work for identified children in KS1, with 67% achieving expected standard
- Approximately $\frac{2}{3}$ of Pupil Premium children had completed passports by the end of the school year

Narrowed gap in attendance so that all PP children are meeting or exceeding the school average of 96.1%:

- Regular attendance meetings leading to clearer, more timely communication with parents, alongside a change in policy regarding lateness have led to improvements in attendance across the school (PP and non-PP)

Review of COVID-19 lockdown phase March 2020

- Attendance in school; childcare provision was offered to all key worker families and vulnerable pupils.
- Home learning; this was provided for pupils not attending via Google Classroom and paper packs delivered and collected weekly from home.
- Safeguarding; weekly vulnerable returns were submitted to LA; DH / DSL worked effectively with external agencies.
- Support to vulnerable families; free school meals were provided, keeping in touch phone calls were made.
- Support for wellbeing and emotional health of vulnerable children provided through ELSA phone calls and learning packs sent home.

Review of Reintegration June/July 2020

- Risk assessments were completed for pupils with EHCPs and regular communication was established with parents.
- Catch up planning for Year R, 1 & 6: Focus on nurture as well as opportunities to revisit prior learning, a focus was to challenge pupils to remember and apply, and secure levels of fluency and accuracy previously attained.
- Home learning, fluency in reading and mathematics were central but also the continuation of the school's creative wider curriculum.
- July; transition information: this included summative assessments from pre COVID-19.

Review of COVID-19 lockdown phase January 2021

- Vulnerable families provided with access to online learning tools - Chromebook loans and internet access
- Small group and 1:1 video calls for interventions
- Pastoral calls from ELSA, DHT and DSL/attendance officer
- Online learning support for families reintroduced and well accessed
- Learning packs created and opportunities for families to collect - delivered if not collected

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Review of the effectiveness of Pupil Premium 2020 /21		
Teaching and Learning		
	Impact	Monitoring
<p>High-quality teaching for all</p> <p>How well matched is the planned curriculum and the actual provision for disadvantaged pupils?</p> <p>How effective are pedagogical approaches to ensure the highest quality day-to-day teaching for all children?</p> <p>How do teachers use feedback to support pupils' progress and learning?</p> <p>Do staff at all levels promote the achievement of</p>	<p>April 2021</p> <p><u>Teaching and Learning:</u></p> <p>How do teachers use effective feedback to support pupil's progress and learning? Consider evidence from remote learning and in school learning.</p> <p>Formative assessment throughout every lesson which then impacts the learning journey of the next lessons. Impact - Teachers are covering gaps of learning effectively.</p> <p>Throughout home schooling, home learning team provided feedback to all students and passed on any key information to their teachers. Teachers were then able to build this back into future learning journeys.</p> <p>Feedback is utilised to support and challenge children - Impact - Children are aware of their strengths/ next steps and take ownership of their own learning. This also means that children feel comfortable to ask for support or ask to be challenged further and know what a challenge would be.</p> <p>Individual feedback given to children over the course of the lesson with specific next steps given where a theme is identified this is then added to the learning objectives. Impact specific marking for children in books.</p>	<p>April 2021</p> <p>Learning walks Book scrutiny across year group and school (when covid permits) Coaching of staff When utilising seesaw as a home learning platform, monitor feedback provided Staff meetings and training SLT meetings</p>

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<p>disadvantaged pupils?</p> <p>Do leaders distinguish between special educational needs, low attainment on entry and disadvantage? Is ambition defined?</p>	<p>How has formative assessment been used on the full reopening of school?</p> <p>Teachers have used formative assessment to evaluate children’s progress during the Spring Term. Impact - teachers have identified individual targets for pupils. Parents have also been informed of these targets during Parent, child and teacher meeting.</p> <p>Teachers have been using specific, essential learning outcomes for each year group and monitoring the children’s performance against these. Impact - Children have the skills and understanding required for the next academic year. Teachers have shared targets with individual children - handwriting and spelling they were aware. Impact: children are aware of their targets and can access the tools and support needed in order to achieve, done at Parent, child and teacher meeting.</p> <p>Formative assessment of children has ensured teachers are plugging the gaps that are missing from the lockdown. Focusing on foundations of their learning to catch the children up from missed learning. KS1 back to basics with learning objectives in order to ensure children are focused on the basics of sentence writing. Maths - focus on four operations across whole school, KS1 maths meeting ensures that there is a focus on the four ops.</p> <p>This will place the children in a stronger position when coming back in the next academic year.</p> <p>Formative assessment has also allowed teachers to identify children who would benefit from various interventions; focusing on the specific support each child needs. Targets shared with intervention teachers.</p> <p>Rosenshine principles CPD with teachers - - using regular and frequent review and adding in small elements of learning on top of the previously learned. KS1 have started using a daily review for writing to keep a focus on the key elements of a good sentence and the children are writing evidently in sentences. Reflections for teachers, leading to all teachers together being reflective together.</p> <p>Intervention teachers use formative assessment to monitor the children’s progress towards given targets, allowing teachers to adapt the</p>	<p>Learning walks Book scrutiny across year group and school (when covid permits) Coaching of staff When utilising seesaw as a home learning platform, monitor feedback provided Staff meetings and training SLT meetings</p>
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interventions as required in order to achieve the best outcomes for individual children.

KS1 - regular repetition curriculum designed to reinforce and back up

Targeted Academic Support:

What support do we have in place in each phase?

KS2

Year 3/ 4 - a qualified teacher conducting interventions for key children to catch them up and cover gaps, for example phonics and reading. Those children have specific gaps that are being met, identified by using PM benchmarking, every morning.

Year 3/ 4 - English intervention programme to support the most vulnerable which will impact on the learners rate of progression and confidence - twice a week tutoring with TLC Live online tutors. PP children were identified as first priorities for this programme - impact not yet evident - twice a week, week 2 of 8.

Years 4/ 5 - PP and vulnerable children selected to take part in a maths tutoring scheme which will build on the fundamentals and provide a good base line for the children to build on. These tutoring sessions will adjust the learning to cater for those children. PP children were identified as first priorities for those children - once a week - week 2 of 11.

Year 5/6 interventions led by qualified teacher: focusing on improving reading outcomes, with a particular focus on inference and overall comprehension, twice a week. PP first target for this work.

Y3 reading see below

KS1

Intervention monitoring - How are we recording the progress in the intervention?
 Do we have a system in place?
 How is the information passed back to teachers and SLT members?
 What data can be utilised from this?
 Are we seeing the results in class?

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<p>for self and others, also apprentices working more hours in year R to allow for more talk time and teaching time.</p> <p>Evidence - trick box been purchased using catch up fund after identifying that self regulation and identification of emotions and their impact impairing learning, esp for KS1 - impact is yet to be seen as only being rolled out at present in KS1 (all doing reception units) and will be fully implemented with KS2 and parents from Sept (INSET day needed - half a day or whole day?)</p> <p>Focus from teachers on play and social and outdoors activities during the last three weeks in order to support children to connect with one another in classes and feel a safe secure relationship with their teacher again with impact of children disclosing things that bother them and very few incidents of antagonism between children that go beyond what a class teacher deals with.</p> <p>Selection of texts in KS1 for literacy and PSHE themes chosen carefully in order to allow children to learn language and have a vehicle to discuss their concerns leading to... children having the language to deal with emotional issues.</p> <p>Explicit teaching of behaviour and rules in order to support children to fully understand the rules of school. Using the language of red and green choices with all children. The impact of this is still emerging.</p> <p>Outdoor learning focus over last few weeks as a result of proven positive impact of spending time outdoors on children's mental health, specific impact on this occasion not measured but as a whole school ethos of being outdoors we know this works for children. Planned outdoor and different PE etc activities for team games, focusing on how to play - parachute games in order to help the children to socialise and play in ways that are modelled and communication inside is as relaxed as outside.</p>	<p>Are all the teachers confident on Trick Box? Do we need a staff meeting on this to ensure everyone understands how to use it? Recap on restorative justice needed?</p> <p>How can we utilise the outdoor learning more effectively to benefit the children?</p> <p>School trips to be organised for every year group in the summer term?</p>
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<p>Resilience - teachers anecdotally mentioning this lacking and needing to build that up again, concentration was lacking and children less able to self help so teachers have reinforced behaviour expectations</p> <p>REACH for first week back - arts focus including music and graffiti and sculpture</p> <p>How effectively does the school work with parents?</p> <p>School staff work effectively with parents -</p> <p>Individual calls during lockdown to support learning - children target with small group support. The impact of this was that children in KS1 returned to school with very similar levels of understanding of phonics and in some cases had made progress. (Phonics Assessments, Reading Book bands)</p> <p>Individual calls to support with IT issues - Chrome books issued and in cases of recent bubble closures on the same day of closure. The impact of this was that children could engage with online learning and did not lose learning time.</p> <p>Home and School reading packs - some children with a school pack kept in school to avoid things being lost in addition to a home pack. The impact of this is an accurate record of children's reading progress is kept so all staff can quickly support child.</p> <p>Phone calls to parents in need of additional support with mental health and well being issues. Records kept by school ELSA in Cpoms. The impact of this is that parents feel support by school and are able to engage with school led strategies e.g. marbles in a jar, dealing with back to school anxieties. Evidence of this is on Cpoms.</p> <p>Parents training sessions were available weekly to R/1/2 in order to support parents to have confidence reading at home.</p>	<p>Can we evidence the impact that REACH week will have on the children? Pupil conferencing?</p> <p>Further Learn with me days once Covid permits?</p> <p>Continue to support staff in communicating effectively with parents. Further coaching/ staff meetings to cater for this?</p>
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	<p>Book change and library books, exercise books shared with all - some PP children used this during lockdown.</p> <p>Parents feel they are listened to, anecdotal evidence, and support is put in place even when issues are based at home and not in school. e.g ERT/JU. The impact of this is that children are able to make progress despite anxiety issues, attendance is good for these children resulting in progress being made.</p> <p>Parents are referred or signposted to further support where available eg STOP Domestic Abuse, EHH which has led to those children being able to be more emotionally supported by present parents.</p> <p>GRT bronze award - for excellence in work with GRT families, silver award to be achieved by end of July!</p> <p>Safeguarding officer role in place and recruited to and ELSA currently deployed in order to ensure that informal parenting support is available which results in parents feeling more relaxed and able to support their children.</p>	
	<p>July 2021</p>	
<p>Effective diagnostic assessment</p>	<p>March 2021</p>	
<p>Do formative assessment processes engage disadvantaged pupils to secure</p>	<p>April 2021</p>	
	<p>July 2021</p>	

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<p>and deepen learning?</p> <p>How do teachers use pupils' summative assessment information to plan learning?</p>		
<p>Focussed professional Development</p> <p>Are teaching teams fully informed about what works with disadvantaged pupils?</p> <p>How does professional development promote diminishing the difference?</p>	<p>March 2021</p>	
	<p>April 2021</p>	
	<p>July 2021</p>	
<p>Targeted Academic Support</p>		
	<p>Impact</p>	
<p>High quality one to one and small group tuition:</p>	<p>March 2021</p>	

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<p>Does support meet pupils' needs accurately? Does it address pupils' barriers to learning?</p>	<p>April 2021</p>	
	<p>July 2021 - Impact</p> <p>KS1/R Phonics screening check - May 2021 54% Y1 32+ Y2 inc retake 88% 32+ Coaching by phonics lead for all support staff in KS1/R and Lower KS2 ongoing addressing delivery of pure sounds, subject knowledge to support phonics teaching</p> <p>Small group teaching of phonics to repeat phase 2,3,5, for Year 1 children.</p> <p>Children assessed for physical needs Year R/1 - intervention programme in place (solent health) 80% of Year R children achieved ELG in Physical development.</p> <p>Assessment of social interaction and self regulation. Nurture groups and ELSA in place for those children who need it. Trick box purchased - impact not yet seen fully.</p> <p>GRT Staff are sensitive to the needs of the pupils – invite parents on school trips, discuss content of SRE and some PSHE lessons before delivering</p>	<p>Monitoring</p> <p>KS1 / R Phonics lead learning walk for all support staff in R/KS1 Book look and seesaw review KS1 / R team</p> <p>SD monitoring Nurture and ELSA</p>

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them in school. Y6 staff aware of families and discuss residential with them 1:1
Refresher training is also booked for all staff and Governors.
Staff provided suitable work for GRT children during lockdown including devices to use, paper copies, separate work focussed on their interests.

KS2

Times-Table Rock Stars KS2 competition provided mass participation - the competition aspect being a hit with the pupils. The functionality to set ability level according to the individual has improved pupil confidence with the tool, in particular those children that find TT challenging..
Response rates for times table questions within class have become faster as a result. Key vulnerable groups have shown huge progress in the Year 4 MTC.

The Third Space Learning tutoring programme to support PP children had been expected to provide substantial benefit, although in reality it did not meet those expectations as much as expected – the late afternoon time slot and the heavy accent of some tutors presented a further barrier to the functionality programme’s effectiveness. However, some children showed progress as a result of the programme.

Focus on the core principles of Maths - Operations and place value have been identified to support mis-conceptions and catch up those children that were less-engaged through lockdown. Online learning proved to be challenging for some children. However, small group tutoring provided support for those children while at home.

Supporting all attainment levels – specific questioning to invoke deeper thinking, key Maths questioning as a way to assess those children appropriately.

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While at home, many of the vulnerable children were accessing online lessons. There were, however, children that missed out because they were unable to get on line and thus had no engagement, despite repeated attempts to resolve the issues. Following lockdown, these children are now fully engaged in learning. The HIAS catchup document has been used to support this cohort and the rest of the school to get the subject foundations embedded before moving on – this was what was recommended and has been concentrated on during the summer term.

External intervention to support reading fluency and comprehension has accelerated progress for individual children. The programme assessed individuals' needs and developed a specific programme for progress accordingly.

Year 5 interventions have used PM benchmarking to assess children's reading needs, including decoding, fluency and comprehension. These children could then be grouped accordingly with specific targets for the group throughout the interventions. Flexible groupings allowed the children to progress onto a different target of focus. PM benchmarking has been used to reassess at the end of the intervention. These assessments show most children have progressed at least two reading band levels since the start of the intervention.

Transition conversations across the school so that key information is passed on from teacher to teacher. Documentation passed up to secondary school for the key vulnerable children so the transition is as smooth as it can be. Virtual transition days so that all year 6 children are understanding of what to expect when moving on.

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Wider support strategies (Emotional, social and behavioural support & Enrichment)		
	Impact	
<p>Supporting pupils' social, emotional and behavioural needs:</p> <p>Does the school tackle barriers relating to pupils' emotional well being effectively?</p> <p>How does the school support disadvantaged pupils with transition? Is information passed on carefully?</p>	March 2021	
	April 2021	
	<p>July 2021</p> <p>GRT School has a system for gathering relevant background information for new GRT entrants to the school - new entrants questionnaire. Set up a toolkit for tracking GRT children across the school and the interventions put in place as well as barriers. Carefully selected information passed on the new teachers record on CPOMS. EMTAS involved to mentor children moving phases</p> <p>School is supported by BST and Kepple centre for those children with the most acute needs. School staff are trained by member so BST who are working closely with closely with individuals</p>	AR monitors the tool kit and responds to questions etc from class teachers.
<p>Communication with and supporting parents</p> <p>How are relationships established and developed with parents and carers?</p>	March 2021	
	April 2021	
	<p>July 2021</p> <p>Seesaw - personal messages for those parents who need additional support.</p>	

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<p>How effectively does the school work with parents?</p>	<p>Learn with me / Helping your child with series helping children during lockdown.</p>	
<p>Enrichment</p> <p>Do all disadvantaged pupils benefit from enrichment activities?</p> <p>How does the school develop cultural capital?</p>	<p>March 2021</p>	
	<p>April 2021</p>	
	<p>July 2021</p> <p>Not all children at present -</p> <p>Free PP place for every 15 children attending - external providers</p> <p>Funding to support access o residential/adventurous trips</p> <p>Subsidising access to music lessons</p> <p>Every child attends a librarian led session weekly</p>	