

Pupil Premium Strategy Statement 2020-2021

School overview

Metric	Data
School name	St John with St Augustine CE Primary School.
Pupils in school	206
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	£127,540
Academic year or years covered by statement	2020-2021
Publish date	1 st January 2021
Review date	1 st December 2021
Statement authorised by	Mr Proctor
Pupil premium lead	Mrs McLeod
Governor lead	Mrs Hindle

Disadvantaged pupil progress scores (2019 data)

Measure	Score (previous year)	2020
Reading	-0.9	NO NEW DATA – COVID
Writing	+2.2	NO NEW DATA - COVID
Maths	-0.2	NO NEW DATA - COVID

Strategy aims for disadvantaged pupils (2019 data)

Measure	Score (previous year)	2020
Meeting expected standard at KS2	Reading 55% Writing 64% Maths 64%	NO NEW DATA - COVID
Achieving high standard at KS2	Reading 0% Writing 27% Maths 9%	NO NEW DATA - COVID

Teaching priorities for current academic year (2020-2021)

Aim	Target	Target date
Progress in Reading, Writing and Maths	Achieve national average progress scores in KS2	September 2021
Phonics	Achieve national average expected standards in Phonics Screening Check	September 2021
Other	Improve attendance of disadvantage pupils to LA average	September 2021
Oracy	Improve and develop oracy skills for staff and children	January 2022
COVID gaps	To close any gaps due to school closure	June 2020

Strategy aims for disadvantaged pupils (2020-2021)

Measure	Activity
Priority 1	Reading support for disadvantaged pupils – 1-1 reading – listen to the children reading their home readers/ asking effective questions about their reading.
Priority 2	Ensure all teaching staff have received paid for training to deliver phonics schemes effectively, including phonics intervention schemes (Fast Track and Bounce Back Phonics
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in phonics – typically an area of weakness.
Projected spending	£47,270

Targeted academic support for current academic year

Measure	Activity
Priority 1	Oracy Project - The aim of the programme is to improve these oracy skills with the expectation that this will improve wider academic outcomes.
Priority 2	Ensure teaching staff have up to date training on the curriculum, to ensure all teachers have the skills and knowledge to deliver a curriculum that meets the needs of our children.
Barriers to learning these priorities address	Ensuring staff training has a positive impact and is implemented in to the classrooms by all teaching staff.
Projected spending	£47,270

Wider strategies for current academic year

Measure	Activity
Priority 1	Creating breakfast club places.
Priority 2	Full time family support worker to provide social/ emotional support for the children and families.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£33,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Targeted Support	Ensuring enough time for TA support to take small groups/ 1-1 support.	Timetabling – each class to provide targeted support daily.
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of twilights and staff meeting times. Additional cover to be provided for subject leaders.
Wider strategies	Engaging the families facing most challenges.	Building positive relationships with parents (family support worker/ school counsellor). Weekly wellbeing meetings – to identify/ address any concerns staff may have (including attendance).

Review: last year's aims and outcomes

Aim	Outcome
Behavioural, social and emotional support	Support given to identified children. Children feel more positive, happy and safe in school and know there are people to talk to if they need help. COVID – throughout the school closure support was provided to vulnerable families still in school and those at home. Support included delivery of home learning packs, telephone calls, FSM vouchers. On return to school in September 2020, all classes had daily wellbeing sessions 'Stepping back into School'.
Intervention to close gaps	No data (due to COVID) Following return to school in September – children targeted to ensure closing gaps missed due to the school closure. Daily intervention given to children who need additional support. Whole class sessions to help close gaps missed during school closure.
Improve quality of teaching	Phonics training for all staff – will continue with this 2020-21. Maths No Problem Training for all staff - on how to manage return to school in September after school closure – all staff aware which are key lessons and understand curriculum requirements in maths.