Pupil Premium: planning to overcome barriers to learning at Clayton St John C of E Primary
September 2020 – September 2021

INTRODUCTION

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child 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 children who have a parent in the armed services.

Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on ***all pupils***
- focussed support to target ***under-performing pupils***
- specific support targeting ***pupil premium pupils***

We want to support all of our children to achieve well academically. As a result, we plan to spend our Pupil Premium Grant wisely to provide every opportunity for our eligible pupils to match the achievement of their peers nationally. Entitlement to free school meals does not necessarily dictate educational achievement; some of our eligible pupils are the highest achieving in our school. We continue to focus our support on them to make sure that they achieve at the highest level.

We base our actions on research done by NFER and the Education Endowment Foundation so that we know there is evidence that the strategies work.

At the end of the year, we will report on the success of our plan in terms of academic attainment and review our actions in relation to the intended outcomes.

Total pupils on roll FS1 to year 6 - 419	**Total Pupil Premium Allocation 2020-2021 £149.640 (estimate)**
Number of FSM pupils eligible for Pupil Premium	128
Number of pupils eligible for Early Years Pupil Premium	**
Number of Looked after children eligible for Pupil premium of children from Armed Service Families	3

What are the most effective ways to support disadvantaged pupils' achievement? NFER research into effective practice identifies 7 key features of provision:
1 Whole school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereo-typing disadvantaged pupils as all facing similar barriers or having less potential to succeed.
2 Addressing behaviour: schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families.
3 High quality teaching for all: Schools emphasise "quality teaching first" and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.
4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.
5 Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and training teaching assistants to support pupils' learning.
6 Data driven and responding to evidence: Teachers use data to identify pupils' needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.
7 Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.
What strategies will the school be using to support individual pupils and groups of pupils? What is the evidence for the school's choice of strategies?
8 Reading- Teach *learning to read* effectively so that all pupils entering KS2 are ready to *read to learn. Reading is currently an area of concern due to COVID/Lockdown. No effective reading program in place and a number of children are unable to access text at an age appropriate level.* • Match all school reading books to the children's phonic instructional level • Implement RWI phonics assessment to identify gaps and areas of insecurity that can be addressed through targeted support • Create home/school phonics books for daily home practice; disseminate to parents through parents' online training on phonics • Implement fluency practice sessions 3 times per week • Phonics teaching and fluency lessons are in place for KS2 pupils who have not completed the RWI programme successfully
9 Feedback – EEF research shows that feedback is one of the most effective ways of promoting pupil progress. Feedback takes the form of observing, testing and marking; the teacher finds out what the child knows and can do so that s/he can plan the next steps. Feedback takes the form of discussions with children about what they have achieved and what they need to work on to make most progress.
10 Speech and language support - EEF has done research on the impact of poor language skills on pupils' academic achievement. Poor language skills and limited vocabulary have a significant, detrimental impact, particularly on very young children's ability to learn to read and write. We target PP grant at overcoming these difficulties, particularly for our youngest pupils.
11 Individual support for reading, writing & maths – EEF research indicates that some children benefit from 1-1 support; they may have fallen behind their classmates due to poor attendance etc.; they may have mild learning difficulties and require more time to acquire some of the key concepts. This support is usually provided by teaching assistants under the direction of the teacher and is in addition to normal classroom teaching.

What are our pupils' internal and external barriers to learning?	What are the intended outcomes of our action plan?
1. History of weak teaching and negative impact of changes to leadership 2. History of inaccurate assessment data impacting on progress 3. Vulnerable families with emotional and social needs 4. Vulnerable families lacking engagement with education 5. Low attendance that impacts negatively on learning 6. Lack of *cultural capital* and experience impeding ability to contextualise learning 7. Underachievement due to lack of engagement with education 8. Speech and language delay on entry to school 9. Behaviour that impedes learning	A. % of pupils achieving age related expectations in reading, writing and maths match national outcomes B. Gaps with school and national other have narrowed by more than 5% C. PP assessment and tracking is robust and is used to inform subsequent provision D. Support is provided for families' and pupil's social, emotional and health needs E. Pupils' attendance is in line with others nationally and no longer limits access to learning F. More able PP pupils are achieving at high levels G. Underachieving pupils are closing the gap with their peers: progress for PP closing the gap on national other H. Pupils are provided with access to a wide range of experiences that enhance their knowledge and understanding of the world and support learning across the curriculum particularly in literacy and mathematics I. Specific gifts and talents are identified and encouraged; engagement with learning is improved

What are our targets for our PP cohort for summer 2020?										
TARGETS	Cohort		Reading		Writing		Maths		Combined	
SUMMER 2019	No. PP	% PP	No. exp	% exp	No. exp	% exp	No. exp	% exp	No. exp	% exp
Year 6	20	32%	13	65%	12	60%	11	55%	10	50%
Year 5	15	25%	9	60%	7	47%	7	47%	5	33%
Year 4	13	22%	10	77%	6	46%	6	46%	6	46%
Year 3	23	37%	11	48%	12	52%	13	57%	11	48%
Year 2	18	37%	9	50%	16	89%	14	78%	6	38%
Year 1	13	28%	5	38%	5	38%	5	38%	5	38%
Year R*	11		6	55%	6	55%	6		6	55%

*EY Pupil Premium numbers not yet available

Pupil Premium Action Plan 2020-21								
Research base Barrier to learning		**Action** Pupil premium used for	**Amount Allocated**	**New / continued action**	**Targeted group(s)**	**Intended Outcomes** How the actions impact on achievement	**Monitored by**	**Impact**
Whole School Strategies for all pupils (raising expectations for 146 PP)								
2	4 & 5	We will continue to fund the attendance work done by our Attendance Officer	£10687	Continued	128PP	Ensure that children are safe and access their entitlement to 190 days education – particularly in EY & KS1	HOS	
2	3 4 & 5	We will provide a breakfast club for children at risk from poor attendance from 8.00	£13 870	Continued	12	Provide incentive to be in school on time each day – resulting in access to learning	SLT	
2 & 7	3 4 & 5	We will support pupils at risk of poor attendance by providing a *walking bus* to bring pupils safely to school	£4631.64	Continued	8	Further improve and sustain high levels of attendance by removing barriers to school attendance – PP attendance matches other and is in line with na.	SS	
2	5	We will provide incentives for groups of pupils e.g. green parties to celebrate good attendance	£3000	Continued	128PP	To reward and motivate pupils to manage their behaviour and meet the school's high expectations of attendance	GE BM	
1 & 3	6 & 8	We will provide a broad, experiential curriculum - specialist staff for music & sport, transport, entry fees, resources etc.	£40,000	Continued	128 PP	To provide children with *cultural capital* often missing from PP pupils' out of school experience. Music, sport provision from specialist to develop engagement with learning.	SLT	
	6 & 7	We will take our Y4, Y5 & Y6 residential pupils on residential trips and cover the costs for eligible pupils.	TBC (Depending upon COVID Restrictions)	Continued	20 PP Y6 13PP Y5 15PP Y4	To provide children with *cultural capital* often missing from PP pupils' out of school experience. Residential visit provides an	SS	

						important experience of learning to be independent of home.		
1 & 7	3 & 4	We will hold family events through the year – Family Breakfast, St John's Day etc. (In line with COVID restrictions)	£3000	Continued	128 PP	To improve relationships between school and families – build trust and ameliorate the impact of poverty on children's family lives		
3 & 7	1 2 & 10	We will continue to establish high expectations in all classes; all adults will model expectations and set high standards for work and behaviour	n/a	Continued	128 PP	To ensure that children try hard are productive and make good progress	SLT & Govs	
2	3 & 4	We will provide a Parent Involvement Worker to offer practical support and signpost families to outside agencies. She will work with families; e.g. family learning events, workshops in maths and phonics etc.	£23385	Continued	128 PP	To provide practical support for families and create strong platform for emotional and physical well-being. To promote positive relationships with school and engender good attitudes to education.	SLT & Govs	
4	2, 7 & 8	We will hold fortnightly pupil progress meetings; SLT meet with teachers to review progress of target children including PP	n/a	New	128 PP	To ensure that all teachers know who their PP pupils are and that they are using assessment to identify the gaps in their learning and are teaching effectively to address the gaps. SLT will offer advice and support for improvement.	SLT	
Targeted group strategies for underperforming pupils (focus on PP)								
2	3& 8	We will develop a pastoral team to support children's	£12,000	Continued	128	To tailor the learning environment so that children can be included	SLT	

		well-being; e.g. nurture sessions and children's counsellor				and flourish in mainstream provision		
6,7 & 9	5 & 10	We will target adult support for early years pupils ensuring high adult: pupil ratios in YR and Phonics in Y1	£7260	Continued		To ensure that there is a language-rich environment for our youngest pupils, where they can interact frequently with adults using a rich and varied vocabulary	EL/SW/GE	
3 & 4	1 & 7	We will provide extra adult support for KS1 pupils (1:8 ratio): extra support for basic skills curriculum; opportunities to work in provision-based setting;	£1 540	New	22 PP Y1 & Y2	To support rapid progress throughout KS1; accelerate the development of key concepts to support academic progress into KS2	CC	
4, 5 & 6	1 & 8	We will provide 3 phonics session per week for a group of pupils in Y3 whose bookband level is below orange (end of Y1 ex)	£5 000	New	**Y3 PP	To overcome delay in reading development – to accelerate pupils' reading to lime bookband	Phonics Lead & SLT	
Individual support (focus on PP)								
4 & 5	1	We will provide individual, daily reading for all pupils until they achieve a reading age of 8yrs	% support staff salaries accounted in other actions	Continued	128	To enable children to acquire necessary reading skills to master the KS2 curriculum	Eng co-ord & SLT	
5 & 11	1 & 8	We will provide individual support for Y3 pupils who did not pass phonic screening in Y2; TAs will work daily with children	£6 000	New	**Y3 PP	To enable pupils to pass the phonic screening test in Y3	Phonics Lead & SLT	
5 & 11	1 & 8	We will provide intervention support for	£7 417	New	3	To address gaps and enable children to eliminate errors from their work	Eng co-ord & SLT	

		KS2 pupils 1-1 for specific learning needs						
5 & 11	1 & 8	We will provide intervention support for KS1 pupils 1-1 for specific learning needs	£7 417	Continued	3	To provide advice and monitoring to ensure that children's needs are met		
4 & 5	8 & 10	We will provide 1 – 1 intensive support for range 5 pupils to maintain them in education	£6500	Continued	2	To overcome barriers to learning from emotional needs	Class teacher	
Total annual allocation 2020-21			£149,640					
	Total 2020-2021 spend		£151707.64					