



Pupil premium strategy statement

School name	St John's Church of England Primary School
Pupils in school	372
Proportion of disadvantaged pupils	58%
Pupil premium allocation this academic year	£253,680
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Governing Body – January 2021
Pupil premium lead	Mrs J Williamson
Governor lead	Elisabeth Smiley and Trace Parvin

Disadvantaged pupil progress scores for last academic year (2019 due to Covid19)

Measure	Score
Reading	-2.3
Writing	-3.3
Maths	-4.2

Disadvantaged pupil performance overview for last academic year (2019 due to Covid19)

Measure	Score
Meeting expected standard at KS2	44%
Achieving high standard at KS2	0

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress score in KS2 Reading (0)	2021
Progress in Writing	Achieve national average progress score in KS2 Writing (0)	2021
Progress in Mathematics	Achieve national average progress score in KS2 Maths (0)	2021
Phonics (Year 1 and Year 2)	Achieve national average expected standard in PSC (82%)	2021
Good Level of Development - EYFS	Achieve national average GLD (71.8%)	2021

Teaching priorities for current academic year

Measure	Activity
Empiribox (KS2)	To provide children with engaging and hands-on Science learning to enable them to make progress in Science.
Accelerated Reader	To ensure children make expected progress in reading and are able to have consistent feedback on their reading progress.
Barriers to learning these priorities address	Reading age significantly below age expected Limited life experiences which impacts on language development and vocabulary
Projected spending	£8775

Targeted academic support for current academic year

Measure	Activity
Higher Level Teaching Assistant in Reception class x2	To enable children to narrow/close the gap in their learning and to access the support needed.
Year 2 Teaching Assistant	To enable children to narrow/close the gap in their learning and to access the support needed.
Year 3 Teaching Assistant	To enable children to narrow/close the gap in their learning and to access the support needed.
Year 4 Higher Level Teaching Assistant	To enable children to narrow/close the gap in their learning and to access the support needed.
Year 5 Teaching Assistant	To enable children to narrow/close the gap in their learning and to access the support needed.
Ark Provision – Year 6	To enable children to narrow/close the gap in their learning and to access the support needed through a specialist nurturing approach.
Well-being Teaching Assistant – Year 6	To support children's well-being and safeguarding needs, to enable children to transition well throughout the school day, to enable children to settle at difficult points of the day.
Safari – SEND provision	To enable children to narrow/close the gap in their learning and to access the support needed through a specialist SEND provision.
Barriers to learning these priorities address	Low attainment on entry (Reception) Significant gaps in Reading, Writing and Maths High level of SEND for disadvantaged pupils High Mobility
Projected spending	£201,629

Wider strategies for current academic year

Measure	Activity
Enrichment	To enable children to experience relevant trips or experiences to enhance their learning and bring it to life.
FLO	Working in partnership with families, parents, carers and pupils in school to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.
Whole school breakfast (spread, additional cost for freezer and 10hrs staffing per week)	To ensure the best possible start to the school day – supporting healthy eating, physical preparedness for the day and social skills in the serving and sharing a meal with others.
1:1 Play Therapy sessions	To support vulnerable children and their families with social and emotional challenges which are affecting academic progress and attendance.
Young Carers Support	To support vulnerable children who care for family members at home whose caring role impacts their social and academic needs.
Attendance support	To support families with attendance.
Barriers to learning these priorities address	Low level of school attendance for disadvantaged pupils. Lack of parental engagement to support learning Social, Emotional and Mental Health needs Limited life experiences which impacts on language development and vocabulary
Projected spending	£35,870

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Access to devices to complete reading assessments Staff training termly	Application for funding for Ipads Ensure sufficient cover to prioritise training
Targeted support	Staff used to cover rather than lead intervention/staff absence Staff used to support high level SEN where additional support has not been put in place In year casual admissions with high level of need	SEND Provision plan High Needs Funding applications and recruitment of qualified staff Admission procedure reviewed
Wider strategies	Covid19	Risk assessment

Review: last year's aims and outcomes

Aim	Outcome 2021
Progress in Reading	
Progress in Writing	
Progress in Mathematics	
Phonics (Year 1 and Year 2)	
Good Level of Development - EYFS	