



## Pupil premium strategy statement

1. Summary information					
<b>School</b>	Royston St. John Baptist Primary School				
<b>Academic Year</b>	2020 – 21	<b>Total PP budget</b>	£59,960	<b>Date of most recent PP Review</b>	12/03/21
<b>Total number of pupils</b>	199	<b>Number of pupils eligible for PP</b>	35	<b>Date for next internal review of this strategy</b>	23/4/21

2. Current attainment and progress			
KS2 Exit N=	<i>Pupils eligible for PP (National average)</i>		<i>Pupils not eligible for PP national average</i>
% achieving in reading, writing and maths			
% making progress in reading			
% making progress in writing			
% making progress in maths			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	PPP have not made expected or above progress from their prior Key Stage result due to poor historic teaching including lack of consistency of expectations and gaps in curriculum coverage especially in Years 5 and 6	
B.	Historically reading hasn't had a high enough profile across school due to lack of an ambitious curriculum, poor teaching profile and limited appropriate resources – e.g. lack of challenge at all levels	
C.	Certain pupils have limited life experiences – school attempts to provide exciting opportunities to address this through a vibrant curriculum	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Overall attendance and punctuality of disadvantaged pupils (PA exclusively disadvantaged pupils)	
E.	Non-Attendance at local Nursery Provision resulting in very low academic and social/emotional starting points	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	There is a strengthening picture of increased progress and attainment for PP pupils across school	Successful intervention will address gaps in learning/ knowledge ensuring progress is rapid
B.	Accelerated progress from starting points for all pupils in reading	Progress of PP is at least in line with that of PP Nationally in reading
C.	Increased pupil engagement in a wider curriculum	High quality outcomes are produced by all pupils in a wide range of subjects
D.	Improve attendance rates & improve PA amongst disadvantaged children	An improved attendance from last 3 years PP attendance trend Close the gap between school non-PP pupils and school PP pupils
E.	Reception Class (20 – 21) make a rapid start and gaps in learning are filled	Pupils make rapid progress from Baseline starting points

## 5. Planned expenditure

**Academic year**

**2020 – 2021**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The delivery and provision of phonics is of high quality and consistent across reception and KS1	<p>Delivery of Phonics enables differentiate teaching and provides our youngest children the best start</p> <p>Resources are of a high quality and books match sounds taught in class</p>	<p>Traditionally lower pass rate at Year 1 and Year 2</p> <p>Year 2 are successful in passing PSC by end of year</p> <p>To increase pass rate of Phonics Screening Check in Year 1 for Summer 2021</p> <p>To improve pupils' reading ability across KS1</p>	<p>New Phonics leader appointed, supported by Literacy Leader</p> <p>New grouping for phonics across FS and KS1</p> <p>Read Write Inc. purchased alongside additional take home books</p> <p>Additional training for staff – external and internal, including lower Key Stage 2 staff</p> <p>Catch up groups after school</p>	<p>Training for Read Write Inc,</p> <p>Training for Fresh Start</p> <p>£1,000 for phonics resources</p> <p>£1142</p>	PPM half termly following data collection
Year 6 cohort make accelerated progress from end of KS1, maths and reading	<p>High quality staff placed in Year 6. AHT, HLTA and experienced Year 6 TA</p> <p>Staff hold regular professional discussions about pupil progress</p> <p>Booster groups for pupils including after school to fill gaps and extend opportunities for greater depth</p> <p>PPP specifically targeted to join these groups matched to their needs – rationale shared with pupils</p>	<p>The current cohort is unlikely to meet targets without this intervention especially given learning time missed during lockdown whilst in Year 5</p> <p>This specific work is in addition to the work for Year 6 which falls under Covid Catch up funding</p>	<p>All staff in Year 6 have depth of experience in Year 6 and past successes, they also are aware of Year 6 expectations</p> <p>The progress of the cohort will be closely monitored at regular assessment points by subject leaders and SLT</p> <p>All staff delivering the sessions are aware of the expectations of Year 6</p>	<p>2 x 1 hour Summer Term and until SATS</p> <p>Total - £6510.00</p>	At each data collection point

Year 5 cohort make accelerated progress from end of KS1, maths and reading	<p>High quality staff placed in Year 5. AHT, HLTA and addition TA working a full day and 3 additional mornings</p> <p>Staff hold regular professional discussions about pupil progress</p> <p>Booster groups for pupils including after school to fill gaps and extend opportunities for greater depth – from Easter</p> <p>PPP specifically targeted to join these groups matched to their needs – rationale shared with pupils</p>	<p>The current cohort is unlikely to meet targets without this intervention especially given learning time missed during lockdown whilst in Year 4</p> <p>This specific work is in addition to the work for Year 5 which falls under Covid Catch up funding</p>	<p>Staff in Year 5 are all aware of the end of Key Stage expectations</p> <p>The progress of the cohort will be closely monitored at regular assessment points by subject leaders and SLT</p> <p>All staff delivering the sessions are aware of the expectations of Year 5</p>	<p>2 x 1 hour Summer Term and until SATS</p> <p>£9905</p> <p>£3255</p> <p><b>£13,160</b></p>	At each data collection point
Reception cohort (20-21) make rapid progress from their starting points	<p>Additional adult support secured for the first two terms</p> <p>Quick baselining and learning gaps addressed</p> <p>New assessment system trailed for the year – Early Adopter</p> <p>Leader and Curriculum leader meet to develop curriculum more inline with rest of school to assist with transition into KS1</p>	<p>This cohort of pupils largely hasn't access nursery provision during lockdown</p> <p>They have a higher than normal % of PPP than previous cohorts</p>	<p>Close monitoring of pupils across the whole EYFS curriculum</p> <p>Additional staff meetings of EYFS staff to ensure all are aware of pupil next steps</p> <p>Additional member of staff used to support those with a range of additional needs</p>	<b>£7637.00</b>	Half termly discussion on progress with SLT
Increased pupil engagement in a wider curriculum	Purchase high quality resources to enrich the whole school curriculum – maths, science, outdoor learning	<p>Lack of current resources to engage pupils</p> <p>Current resources in school don't match the newly written curriculum for school</p>	<p>Carefully researched resources</p> <p>Monitored by SLT and subject leaders</p> <p>Lessons and outcomes monitored</p>	<b>£10,000</b>	Pupils engage in sessions, pupil voice, Improvements in the delivery of lessons and quality of teaching
Accelerated progress from starting points for all pupils in reading	Purchase high quality home reading books to engage beyond the school day	<p>Historic lack of engagement in reading for pleasure and lack of high-quality resources</p> <p>To develop parental engagement in the development of their child's reading ability</p> <p>To continue to develop pupils vocabulary</p>	<p>Literacy leader collecting parent and pupil voice</p> <p>Monitoring frequency of home reading</p>	<b>£4,000</b>	Data collection point, Pupil and parent voice
<b>Total budgeted cost</b>					<b>£42,449</b>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attendance rates of PP Pupil to at least National Average for these pupils Decrease PA for all	<p>Rates of attendance are checked weekly by attendance team</p> <p>PSA holds informal discussions with parents to stress importance of attendance</p> <p>Rewards for attendance</p> <p>SLT closely monitor attendance and report to Governors</p> <p>Liaise with PSA's from other schools in the Trust to share successes</p>	<p>No figures produced for 2019 – 2020 due to lockdown</p> <p>Rates from September 2019 to start of Lockdown – 94.2% for PP children</p> <p>Autumn Term -</p>	<p>Very close monitoring of attendance of individual pupils – weekly Excel document completed</p> <p>Phone calls home</p> <p>1 to 1 support for parents from VG (where appropriate)</p> <p>Attendance policy used proactively to support these pupils</p>	<p>SLT time + attendance officer</p> <p><b>Total £4066.00</b></p>	<p>Weekly tracking – see Excel document held in school</p>
Support the emotional and social needs of pupils	<p>Staff are trained to lead groups to support pupils social and emotional needs</p> <p>101 ways to teach children social skills KS1 + 2</p> <p>Music Interaction</p> <p>Managing feelings and emotions</p> <p>Sensory Den</p> <p>Lego Therapy</p> <p>Wellbeing</p>	<p>Thrive approach has worked very well with these pupils in the past, supporting improved behaviour across school</p> <p>For specific pupils it has enabled successful play sessions which has both developed their relationships with others and also enabled them to be more ready to access learning in the session following it</p> <p>Targeted intervention is having impact within the classroom and on the playground</p>	<p>Staff working with the pupils have good understanding of their needs and have Thrive training</p> <p>SENCO to work with class teachers to assess who will take part in the sessions and evaluate the provision and progress</p>	<p><b>£4180.00</b></p> <p><b>£2242.00</b></p>	<p>Reduction in behaviour incidents and potential exclusions</p>
<b>Total budget cost</b>					<b>£10488.00</b>
<b>Total</b>					<b>£52,937</b>

