

1. Summary information					
School	St. John's CE Primary School part of The Christ Church CofE Multi-Academy Trust				
Academic Year	2019-2020	Total PP budget	£154675	Date of most recent PP Review –	September 2020
Total number of pupils	212	Number of pupils eligible for PP	129 (61%)	Date for next internal review of this strategy	January 2020

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	62% of children identified with SEN in school are in receipt of PPG 75% of those have a primary need of SEMH
B.	Pupils, eligible for Early Years Pupil Premium, achieving Good Level of Development was significantly below GLD for all children in 2019.
C	Pupils in EYFS, eligible for Pupil Premium, achieving above the expected standard in Personal, Social and Emotional Development was below the National Average
D	Pupils, eligible for Pupil Premium, passing the Year 1 phonics check is significantly below National Average.
E	Pupils, eligible for Pupil Premium, achieving the higher standard in Writing at Key Stage 1 and 2 was significantly below National Average. Including SPAG at KS2.
F	Pupils, eligible for Pupil Premium, achieving the higher standard in Reading at Key Stage 1 and 2 was significantly below National Average
G	Learning support needs of children in receipt of Pupil Premium who are also EAL
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
H	Children start school with Speech and Language skills that are below age related expectations
I	Persistent Absentees for children in receipt of PPG is 29%
J	Access to technology to support remote learning

3. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<p>A. To increase the number of EYP pupils achieving GLD 2020.</p> <p>Barrier: Pupils, eligible for Early Years Pupil Premium, achieving Good Level of Development was significantly below GLD for all children in 2019.</p>	<p>Target: 62% of pupils eligible for Pupil Premium funding, achieve Good Level of Development in 2021</p> <p>The above target will be achieved.</p>
<p>B. To increase the number of PPG children achieving phonics screen, in line with National figures.</p> <p>Barrier: Pupils, eligible for Pupil Premium, passing the Year 1 phonics check is significantly below National Average.</p>	<p>Target: 74% of Year 1 pupils who are eligible for PPG pass the Y1 phonics check 2020-21.</p> <p>Y1 children passing phonics check 2021 is in line with National figures.</p>
<p>C. To increase the percentage of pupils achieving both expected and Greater depth at KS1 and KS2 in Reading closing the gap towards National figures.</p> <p>Barrier: Pupils, eligible for Pupil Premium, achieving the expected and higher standard in Reading at Key Stage 1 and 2 was significantly below National Average</p>	<p>Target: 15% of pupils in receipt of PPG achieve the high standard in Reading at KS1 2019-2020 ending. 16% of pupils in receipt of PPG achieve the high standard in Reading at KS2 2019-2020 ending. 60% of pupils in receipt of PPG to achieve at least expected standard in Reading in every cohort across KS2.</p> <p>The percentage of pupils who reach the expected standard in their year group for reading writing and maths are increasingly in line with national. Class data spreadsheets will show progress towards ARE across every cohort.</p>
<p>D. To accelerate progress for children in receipt of PPG with SEND/ SEMH needs.</p> <p>Barriers: - 22% of PPG children have identified SEND. - 62% of children identified with SEN in school are in receipt of PPG (75% of those have a primary need of SEMH)</p>	<p>Target: 85% of PPG with SEND and/or SEMH concerns, to make at least expected progress in Reading, Writing and Maths</p> <p>SEMH /SEND pupils will show increased progress towards ARE.</p>

E.	To increase the vocabulary, speech and language skills of children in receipt of PPG to enable outcomes at least in line with National figures by the end of EYFS. Barrier: Children start school with Speech and Language skills that are below age related expectations.	Target: PPG children achieving GLD 2020 to be in line with National figures. Wellcomm & Neli assessments show rapid progress for children whose Speech and Lang skills were below age related on entry.
F.	To improve attendance of persistent absentee children in receipt of PPG. Barrier: Persistent absentees children in receipt of PPG is 29%	Target: improve the attendance of persistently absent children in receipt of PPG to above 90% attendance. Significant reduction in number of persistent absentees in receipt of PPG
G.	To ensure all children are able to access learning from home. Barrier Access to technology and parental support for remote learning	Target – engagement of every child in receipt of PPG in remote learning Every child has access to technology to ensure remote learning during

5. Planned expenditure				
Academic year			2020-21	
All targets and projects below will aim to improve classroom pedagogy, provide targeted support and support whole school strategies.				
Barrier	Target	Area of spend	How will you ensure it is implemented well?	Cost
A Barrier: Pupils eligible for Early Years Pupil Premium, achieving Good Level of Development was significantly below GLD for all children in 2019.	62% of pupils eligible for Pupil Premium funding, achieve Good Level of Development in 2020	SLE deployment for Phonics Teaching and support staff cost	St John's Early Reading and Phonics Policy will ensure clarity about the intent and implementation of St John's Early Reading Curriculum. Children are tracked carefully and gaps highlighted through assessments are addressed as quickly as possible through targeted	£1000 (SLE cost) £18,993 (towards staffing)

			intervention. This will be based around Pupil Progress Meetings and monitored by the Phonic lead.	
<p>B Barrier: Pupils, eligible for Pupil Premium, passing the Year 1 phonics check is significantly below National Average.</p>	<p>74% of Year 1 pupils who are eligible for PPG pass the Y1 phonics check 2019-2020 ending</p>	<p>SLE Phonics</p> <p>Support staff cost</p> <p>Quality whole class, 1:1 and group interventions planned and delivered by teachers and TAs</p> <p>Streamed phonics session for speed sounds and alien words.</p> <p>Working with the English Hub to improve Early Reading and Phonics</p>	<p>Children assessed and progress carefully tracked. Pupils who are not on track identified and intervention is put in place through daily sessions. Close liaison with parents to maximise support at home.</p>	<p>As above</p>
<p>C. Barrier: Pupils, eligible for Pupil Premium, achieving the expected and higher standard in Reading at Key Stage 1 and 2 was significantly below National Average</p>	<p>15% of pupils in receipt of PPG achieve the high standard in Reading at KS1 2019-2020 ending. 16% of pupils in receipt of PPG achieve the high standard in Reading at KS2 2019-2020 ending. 60% of pupils in receipt of PPG to achieve at least expected standard in Reading in every cohort across KS2.</p>	<p>Support Staff</p> <p>Reading Plus (Y5&6 to ensure children are reading the text at the optimum speed and develop comprehension skills)</p> <p>Read Theory (Y2-4 to develop comprehension skills)</p> <p>Review of Guided Reading provision and investment in quality texts for whole class Guided Reading.</p> <p>Quality whole class teaching, group intervention planned and delivered by teachers/Tas</p>	<p>Additional staff support provides targeted, frequent individualised and group reading on a daily basis, enable all children to have quality 1:1 feedback and support.</p> <p>Whole class Reading lessons, focusing on the VIPERS approach to comprehension skills implemented on a daily basis. Read Theory timetabled daily for Y2-Y4. Reading Plus timetabled daily for Y5&6.</p>	<p>£4,320 (Reading Plus Licence)</p> <p>£4065 Reading books.</p> <p>£18,993 (towards staffing)</p>

		<p>Reading age assessments identify individual children for 1:1 Toe by Toe reading intervention purchased.</p> <p>A reading spine created to ensure quality, challenging texts, linked to areas of learning are prevalent throughout learning.</p>	<p>Weekly small group guided reading session. Individual Toe by Toe and phonics intervention for children below their reading age.</p> <p>Love of Reading enrichment -</p> <p>Home Readers 'Star Books' to motivate and reward.</p> <p>World Book Day Holiday Reading Challenges with prizes Easter and Christmas Book gifts provided to children from donations to school.</p>	
<p>D Barriers: - 22% of PPG children have identified SEND. - 62% of children identified with SEN in school are in receipt of PPG (75% of those have a primary need of SEMH)</p>	<p>85% of PPG with SEND and/or SEMH concerns, to make at least expected progress in Reading, Writing and Maths</p>	<p>Ed psychology assessments.</p> <p>Referrals for additional support.</p> <p>EHCP applications.</p> <p>Support staff cost</p> <p>English lead leadership</p> <p>Pupil Progress Meetings</p> <p>Data analysis and follow up in-line with assessment cycles</p> <p>Use of NfER reading assessments to ensure consistency and provide a thorough test analysis. Weaker areas</p>	<p>Regular pupil progress meetings assesses and carefully tracks pupils progress throughout the key stage, rapidly identifying pupils who require additional support to make good progress by Year 6. Additional targeted intervention sessions by additional staff employed across school.</p> <p>Use of NfER tests and question level analysis enables progress and gaps in learning to be analysed reliably.</p>	<p>£5000 (Educational Psychology)</p> <p>£4340 (Milk and fruit)</p> <p>£3000 (Magic Breakfast)</p> <p>£18,993 (towards staffing)</p>

		<p>identified and focused on using quality class teaching and additional intervention where needed</p> <p>Individualised provision for children with high SEMH needs eg 'soft start' to the day including breakfast.</p> <p>Children provided with milk and fruit.</p>		
<p>E. Barrier: Children start school with Speech and Language skills that are below age related expectations.</p>	<p>Target: PPG children achieving GLD 2020 to be in line with National figures.</p>	<p>Support staff cost</p> <p>SENCo works closely with the EY Team to ensure early identification of need and make external agency referrals as soon as possible.</p> <p>Neli Language Programme for identified groups, additional to daily EY provision.</p> <p>Wellcomm assessments and follow up programme.</p> <p>Teaching assistants deployed to provide targetted 1:1 and small group support for SEN/PPG children additional to quality first teaching.</p>	<p>EY lead ensures a language rich environment and consistent modelling of language within provision and that this is monitored regularly. Children assessed regularly to inform intervention groups for Neli and Wellcomm. Deployment of support staff ensures all children are supported effectively. Liaison with the SENCo is strong enabling effective support within EY provision.</p>	<p>£18,993 (towards staffing)</p>
<p>F. Barrier: Persistent absentees children in receipt of PPG is 29%</p>	<p>Target: : To improve the attendance of persistently absent children in receipt of PPG to above 90% attendance.</p>	<p>Information from Wellcomm assessments is used to identify children with additional needs.</p> <p>St John's inclusion team consisting of an Inclusion and Pastoral TA, Family Liaison officer and SENCo work together to provide extra support for those children and families needing to improve attendance.</p>	<p>Family liaison officer works closely with families to encourage and provide support to those children who are persistently absent. Importance of high attendance is communicated regularly to the school community.</p>	<p>£18,993 (towards staffing)</p>

			Attendance officer works closely with school to drive up attendance and reduce the number of persistent absentees.	
G Barrier Access to technology and parental support for remote learning	Target –engagement of every child in receipt of PPG in remote learning	Remote Learning Policy and Contingency Plan created. DfE laptops distributed during self-isolation periods. Free Wifi codes/Sim card distribution for families with poor connectivity. Continuous parental support from staff (1:1 training sessions, instructional videos, frequent and regular phone calls and hoe visits) Physical resource packs provided for Remote Learning.	Daily contact with parents/carers of children who are not engaging with online Remote Learning during self-isolation. Careful, rigorous tracking and monitoring of engagement and support provided immediately to ensure access to technology.	£18,993 (towards staffing)
				Total planned spend
				£154675