



St John the Baptist Church of England Primary School Pupil Premium Policy

Background

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils.

Aims

School leaders know their schools best and should therefore make decisions on how to spend pupil premium funding. This policy offers guidance to staff at St John the Baptist CE Primary in securing the most effective use of pupil premium funding and securing the best possible outcomes for our disadvantaged pupils.

Eligibility and funding

Pupil premium funding based on the number of pupils in school in October each year from the following groups:

- Free school meals;
- Looked-after and previously looked-after children;
- Service premium - whilst paid to schools with the pupil premium the service premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract the service premium do not form part of the school's disadvantaged population or data.

Non-eligible pupils

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support. For example:

- are in contact with a social worker, used to be in contact with a social worker or are acting as a carer

Allocation of additional funding

St John the Baptist CE Primary will use the Education Endowment Foundation (EEF) Guide to the Pupil Premium. This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps;
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching helps every child;
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;
- Focussing on a small number of carefully chosen priorities is effective - less can be more.

In line with the EEF Guide, St John the Baptist CE Primary will adopt a tiered approach to Pupil Premium spending. They are as follows:

Quality First Teaching

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the **top priority for Pupil Premium spending**. Spending on improving teaching might, but not exclusively, include professional development, training and support for early career teachers and recruitment and retention.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community that St John the Baptist Primary serves will affect spending in this category with a priority given to social and emotional support.

Responsibilities

Local Governing Bodies are responsible for:

- Holding the school to account in order to ensure the Pupil Premium grant helps all disadvantaged pupils by improving their progress and attainment.
- Monitoring the allocation (using EEF guidance), implementation and impact of Pupil Premium spending
- Commissioning Pupil Premium review as required;
- Producing termly reports relating to outcomes for disadvantaged pupils for both individual schools and the Trust.
- Agreeing and approving annual Pupil Premium statements;
- Ensuring the school meets its statutory responsibilities for Pupil Premium spending, including publication on the school website.

Headteacher and SLT are responsible for:

- Writing annual Pupil Premium statements using agreed EEF guidance and templates;
- Reviewing Pupil Premium statements for the previous academic year using agreed guidance and templates;
- Ensuring agreed strategies are effectively implemented and monitored so that they lead to improved outcomes for disadvantaged pupils;
- Publishing statutory information on the school's website;
- Producing termly reports relating to outcomes for disadvantaged pupils to FGB

Teachers and other school staff are responsible for:

- Ensuring they have an accurate understanding of the disadvantaged pupils in their class/group etc and their specific barriers to achieving highly;
- Implement the school's agreed Pupil Premium strategy (as appropriate to their role).

Useful links:

DfE Pupil Premium Policy

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

DfE Guidance on writing Pupil Premium Strategy Statements

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

DfE Pupil Premium Strategy Statement Templates – blank and example

<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

DfE Pupil Premium Effective use and accountability

www.gov.uk/guidance/pupil-premium-effective-use-and-accountability

EEF Pupil Premium Guide

www.educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide

EEF Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

EEF Early Years Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit>

DfE Pupil Premium Conditions of Grant

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>

Service Premium

www.gov.uk/government/publications/the-service-pupil-premium

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	St John the Baptist CE Primary School
Pupils in school	
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£104,185
Academic year or years covered by statement	2021-2022
Publish date	
Review date	
Statement authorised by	
Pupil premium lead	Trudie Colotto
Governor lead	Jill Carr

Disadvantaged pupil KS2 progress scores for academic year 2018/2019 (9 pupils)

Measure	Score (national benchmark in brackets)
Reading	1.68 (0.32)
Writing	2.41 (0.27)
Maths	-0.86 (0.37)

Disadvantaged pupil KS2 performance overview (Current validated data 2018-19) 9 pupils

Measure	Score (national benchmark in brackets)
Meeting expected standard at KS2	
• RWM	44% (71%)
• Reading	67% (78%)
• Writing	78% (83%)
• Mathematics	44% (84%)
Achieving high standard at KS2	
• RWM	0% (13%)
• Reading	0% (31%)
• Writing	11% (24%)
• Mathematics	11% (32%)

Barriers to learning

- Pupils not ready to learn – tired, no breakfast
- High value not placed on school attendance and punctuality
- Impact of school closure due to Covid-19
- Parental engagement in support for learning
- Poor language and communication skills on entry to school
- Poor social and emotional skills on entry
- SEMH of pupils

Strategy aims for disadvantaged pupils

Which areas will be our focus?	Target – what do we want to achieve?	Target date
Early Reading and phonics	<ul style="list-style-type: none"> At end of year 1, reduce the gap between disadvantaged and others in phonics by 20%. 2018/2019: Disadvantaged (5 chn) 40% School 83% At end of KS1, continue to reduce the gap between disadvantaged pupils and others in reading (currently 11% dis vs others and 8% dis vs national) 	July 2022
Overall attainment and progress in reading	<ul style="list-style-type: none"> At KS2, maintain the disadvantaged gain on national 	July 2022
Overall attainment and progress in writing	<ul style="list-style-type: none"> At end of KS1, reduce the gap between disadvantaged and others in writing by 20%. 2018/2019: Disadvantaged (6 chn) 33% School 62% At end of KS2, maintain progress and bring disadvantaged writing in line with school – 2018/19 currently -5% 	July 2022
Overall attainment and progress in mathematics	<ul style="list-style-type: none"> At end of KS1, reduce the gap between disadvantaged and others in writing by 20%. 2018/2019: Disadvantaged (6 chn) 50% School 72% At end of KS2, reduce the gap between disadvantaged and others in maths by at least 25% - 2018/2019 disadvantaged 44%, school 74% 	July 2022
Most able and higher achieving pupils across the school	<ul style="list-style-type: none"> % of disadvantaged pupils who achieve greater depth / higher standard in writing and mathematics and RWM combined, at the end of each key stage, more closely reflects NA / national benchmark 	July 2022
Emotional well-being and behaviour support of pupils post Covid-19	<ul style="list-style-type: none"> Children demonstrate increasing resilience Children settle quickly into school / lessons and disruptions are a rarity Reduction in incidents for those children who are receiving 1-1 emotional well-being intervention 	July 2022
Attendance and absence, including those deemed to be persistent absentees	<ul style="list-style-type: none"> Overall attendance remains in line with NA for all schools (NA currently 96% - school 96.98% June 21) Gap between disadvantaged (71 pupils) and others does not widen and reduces to national level (currently 1.86%) Reduce disadvantaged PA from 28.9% to school average of 6.5% (Data June 21) 	July 2022

Covid-19

It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged. Where available, effective strategies evaluated by the EEF have been identified within this plan

Quality First Teaching priorities for current academic year:

Focus Area	Activity
EYFS Phonics and Early Reading Writing Reading Mathematics	<ul style="list-style-type: none"> • Access in-house, local authority, and national training with a focus on improving QfT in all core areas of the curriculum • All relevant staff (including new and support staff) receive training to deliver early reading and phonics effectively • Support for subject specific assessments to identify gaps / forgotten learning • Review writing long term and medium term plans, implement and monitor progress of children • In-class coaching and access to in school coaches to support and develop practice • Development and implementation of 'catch-up' programme for phonics/spelling • Development and implementation of 'catch-up' programme for mathematics • Release of SLT and in-house experts to provide support and model best practice • Tailored timetable and refined / amended planning document to ensure that all year groups cover any missed areas of the curriculum. • Additional 'catch up' groups and small group targeted work for Y6 children and all children identified with 'lockdown learning gaps' • CPD project to develop writing across the school • Transition support – for all pupils and also those new to school
Projected spending	£48,805 (including % of salary costs for support)
Monitoring	<ul style="list-style-type: none"> • Implementation informed by EEF guidance report • Regular agenda item for SLT and FGB • Termly analysis of data / tracking • In school formal monitoring programme • CPD records • Analysis of CPOMS

Targeted academic support for current academic year:

Focus Area	Activity
<ul style="list-style-type: none"> • Phonics and Early Reading • Reading in KS2 • Mathematics • Writing • EYFS 	<ul style="list-style-type: none"> • Preteach and additional 'catch-up' phonics sessions for phonics, Reading, writing and mathematics led by Teacher • Full time tutor in school to work with identified pupils to close the gap • Same day / in-class intervention for identified pupils including 1:1 and small group tuition and making use of EEF Guidance Reports and Toolkit, including Early Years Toolkit. • Access to Speech and Language support • Inference/Writing: Vocabulary project – dedicated CPD and timetabled daily to teach high quality vocabulary • Reading Inference groups in KS2 • One day a week tutoring programme to target Year 6 maths and disadvantaged pupils • QFT training CPD programme – targeting the teaching of writing • Coaching support for in-house coaches • Quality text books for school reading scheme
EWB and mental health post Covid-19	<ul style="list-style-type: none"> • Tailored programmes for mental health and wellbeing to support disadvantaged pupils including use of EEF Toolkit and Guidance Reports: • EEF Covid Support Guidance • EEF- Metacognition and self-regulation • EEF- Social and emotional Learning • Purchase of books and additional resources • EEF - Working with parents to support children's learning (Guidance Report) • High levels of communication with parents / carers • Identification and engagement of most vulnerable children and families • Identified support staff time-table for specific support / programmes. Qualified school councillor 1 day per week • Engagement with citywide outreach services • EEF – Parental Engagement • Purchase of books and additional resources
Projected spending	£43,380
Monitoring	<ul style="list-style-type: none"> • Reference to evidence based research (eg EEF) informing strategies • Regular analysis of data / tracking • In school formal monitoring time-table • Analysis of behaviour records • Analysis of lesson observations with focus on engagement • Review of personal support plan / EWB intervention (entry and exit)

Wider strategies for current academic year:

Focus Area	Activity
Attendance and Persistent Absence	<ul style="list-style-type: none"> • Breakfast Club / After School Club (staff and food) for disadvantaged pupils to encourage attendance and punctuality • Engagement with Leicester City Attendance Strategies – support and challenge – display publicity materials • Member(s) of staff directed to focus on attendance as part of role engage with parents: <ul style="list-style-type: none"> ○ First day absence phone calls ○ Weekly analysis of data, identification of ‘at risk’ pupils / families ○ Support for pupils ○ Support and challenge for target families ○ Short term crisis support for families including food and bedding where needed
Music lessons & extra-curricular activities	<ul style="list-style-type: none"> • Visits to be subsidised • Musically talented pupils to take part in individual music lessons • After school wider opportunities to be subsidised to develop cultural capital
Uniform/PE Kit	<ul style="list-style-type: none"> • School sweatshirts – provide all PP children with new uniform
Projected spending	£12,000
Monitoring	<ul style="list-style-type: none"> • Individual pupil tracking / also families • monthly analysis of attendance data, half termly summary report • attendance lead to monitor PA for disadvantaged and report to SLT • Agenda item on SLT • Termly report to PP Lead governor and FGB

Review: last year's aims and outcomes

Aims:	Success criteria	Outcomes:
<p>Pupils eligible for PP will make at least sufficient progress in R W M</p> <p>Above national proportion achieving ARE in RWM by end of 2020/2021</p> <p>Quality First Teaching is in place in every class for every child</p>	<p>Additional in class support in Y2 and Y6, appoint teachers /mentors to oversee specialist areas of provision and close the gaps for PP children affected by Covid-19 lockdown.</p> <p>CPD for all staff</p> <p>Involvement in research based CPD</p> <p>All teaching staff reviewed and offered bespoke CPD and personalised coaching to improve practice.</p>	<p>Due to the Covid lockdown the children in Year 2 did not meet the expected standards in RWM. The children in Year 6 however were more able to access the online learning and keep up with the workload – 6 disadvantaged pupils:</p> <p>R – 50% EXS 17% - GDS</p> <p>W – 33% EXS</p> <p>M – 33% EXS</p> <p>RWM Combined 33% EXS</p> <p>Action point – All disadvantaged children in the next academic year to be closely tracked and monitored to ensure that they catch up rapidly.</p> <p>Spend on this strategy £35029</p>
<p>Pupils eligible for PP will make accelerated progress in R W and M</p> <p>Pupils eligible for FSM in foundation stage have access to early reading materials both in and out Of school.</p> <p>Above national proportion achieve ARE in RWM</p>	<p>Small group tuition</p> <p>Small group tuition / Parental engagement</p> <p>Small group tuition</p> <p>Resources, apps and targeted intervention schemes</p>	<p>Small group and individual tuition began 12th April 2021 and the impact is being seen in the children closing gaps and making accelerated progress.</p> <p>Action point – Continue and extend tutoring programme as results seen and match EEF evidence and research.</p> <p>Spend on this strategy £4500</p>
<p>Pupils have stable mental health and are emotionally able to access learning</p>	<p>Specialist Support for targeted children such as way of the horse or Brolay Farm attendance. School councillor appointed.</p> <p>PHSE lessons form part of recovery curriculum for Covid-19</p>	<p>Both specialist provision (Brolay Farm) and a school councillor appointed. Children's mental health, wellbeing and anxiety were positively impacted.</p> <p>Action Point – Continue the employment of a school councillor one day per week to work with children whose barrier to learning is SEMH</p> <p>Spend on this strategy £8136</p>
<p>Target effects of disrupted home life and low attendance rates of specific groups of PP pupils</p> <p>Children achieve a healthy lifestyle.</p>	<p>Funding activities, breakfast and afterschool clubs, places on school visits, equipment and resources.</p> <p>PP children to have free milk and a daily token to use at the healthy tuck shop</p>	<p>All elements (apart from Healthy Tuck Shop due to Covid 19) undertaken and successful in widening experiences for children and developing their attitudes towards a healthy lifestyle.</p> <p>Action Point – Continue and extend action point to include providing uniform as some families have been hit very hard by the impact of Covid financially.</p> <p>Spend on this strategy £4510</p>
<p>Children to have access to IT equipment should pandemic return for a second lock down</p>	<p>PP children to provided with on loan laptops to be able to access learning should the lockdown return</p>	<p>Hugely successful strategy. The pre-purchase of devices meant that we were able to roll out IT equipment to all PP children during lockdown 2. This gave them access to daily teaching on Google Classroom and allowed us to keep track of their wellbeing and education. We also purchased Accelerated Reader to give access to online library of '000s of books at home</p> <p>Spend on this strategy £29,145</p>