

Pupil Premium Strategy Statement: St Giles Junior School 2020/21



1. Summary information					
School	St Giles Junior School				
Academic Year	2020/21	Total PP budget	£ 94,085	Date of most recent PP Review	July 2020
Total number of pupils	183	Number of pupils eligible for PP	74	Date for next internal review of this strategy	April 2021
Current picture	<p>OFSTED July 2019</p> <p>What does the school need to do to improve further?</p> <p>Raise standards of leadership and management by: embedding recent training for middle leaders to ensure that improvements in the quality of teaching are fully established in all year groups so that all pupils, including disadvantaged pupils, make consistently strong progress ensuring that the planned curriculum provides both depth and rigour, together with the enjoyment and interest it currently includes improving attendance and punctuality for disadvantaged pupils. Improve the quality of teaching, learning and assessment by ensuring that all teachers: raise the level of challenge so that more pupils achieve the higher standards in writing and mathematics by the end of Year 6 give pupils enough time to review what they are learning so that they consistently correct errors and edit and improve their work apply consistent and high expectations for standards across all areas of the curriculum. Improve pupils' behaviour by making sure that: all adults have high expectations of pupils' behaviour in and around the school all adults consistently adhere to the school's behaviour policy to address pockets of inappropriate or intolerant behaviour promptly.</p>				

2. Current attainment and progress				
2019/20 Y6 Spring Term Internal School Data vs. 2018/19 National End of KS2 SATs Data				
	Pupils eligible for PP (St Giles Spring '20)	Pupils eligible for PP (National 18/19)	All Pupils (St Giles Spring '20)	All Pupils (National 18/19)
% achieving at or above the expected standard in reading, writing and maths	45%	65%	50%	65%
% achieving at or above the expected standard in reading	59%	73%	60%	73%
% achieving at or above the expected standard in writing (Teacher assessment)	50%	78%	55%	78%
% achieving at or above the expected standard in maths	64%	79%	64%	79%

2018/19 End of KS2 SATs Progress Data			
	Pupils eligible for PP (St Giles 19-20)	Pupils eligible for PP (LA 19-20)	Pupils eligible for PP (National 19-20)
Progress score in reading	0.4	0.3	0.3
Progress score in writing	-3.1	0.3	0.3
Progress score in maths	-6.7	0	0.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Pupils can lack the ability to infer from fiction and non-fiction texts
B.	The gap between PP and non-PP children in maths is widening
C.	Pupils can lack the ability to apply their number skills to reason and show mastery in their mathematics
D.	Pupils can lack resilience in their learning and lack behaviours ready for learning

External barriers (issues which also require action outside school, such as low attendance rates)

E	Pupils do not always meet the school attendance target of 95% 12% of PP pupils have attendance below 85%
F	Pupils have additional barriers that prevent them being 'learning ready'

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	To increase the number of PP pupils achieving ARE by the end of KS2 in reading to narrow the gap compared to national data	At least 74% of Pupil Premium pupils at St. Giles will achieve expected standard at End of Key Stage 2 2020-21. This is based on end of KS1 outcomes (63%), progress made in KS2 and national standard of PP pupils 2019 (73%).
B.	To close the gap in maths attainment between PP and non-PP children	The gap between PP and non-PP children in maths has widened to 15.6% more non-PP children achieving ARE. The gap has grown in particular for children now in Y4 (21%).
C.	To close the gap in Maths attainment in disadvantage pupils at St. Giles and non-disadvantaged pupils nationally.	At least 65% of Pupil Premium pupils at St. Giles will achieve expected standard at End of Key Stage 2

		2020-21. This is based on end of KS1 outcomes (65%) and progress made in KS2. The national average for disadvantaged pupils in 2019 was 79%.
D.	For all PP pupils to be develop strategies of resilience in relation to their learning and ensure learning behaviours are effective.	The amount of behaviour related incidents in the classroom and on the playground will reduce by 5% from () to ().
E.	Increased attendance rates for pupils eligible for PP.	PP pupils to achieve at least 95% attendance by the end of the year. Reduce the number of persistent absentees among pupils eligible for PP to 12% or below.
F.	Pupils have SEMH needs met so can become more engaged and successful with learning, closing the attainment gap with peers.	SEMH provision is monitored half termly so that pupils have SEMH needs met by pupil learning support mentor. PP pupils account for at least 50% of SEMH provision where appropriate.

1. Planned expenditure

Academic year

2020/21

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 school review implementation?
A To increase the number of PP pupils achieving ARE by the end of KS2 in reading to narrow the gap compared to national data	New Reading scheme structure to be embedded in line with whole-class reading pedagogy and increased written answer expectations and variety	Preferable alternatives to highly-inefficient taking turns one-at-a-time strategies used in whole-class reading include reading in pairs, where students alternate after each paragraph, <u>choral reading</u> , where students and teachers read the same section of the text simultaneously, and <u>repeated reading</u> , where students read the same passage multiple times. In all cases, Shanahan argues that students read more and have greater opportunities to improve fluency, citing	Half-termly drop-ins on learning engagement and work quality in line with peers (non PP) and in line with	English subject leader PP champion	In line with monitoring and evaluation timetable.

	of texts in reading lessons.	<p>studies reviewed by the US National Reading Panel (NIHCD, 2000^).</p> <p>For example, if a class is studying a passage that they are unlikely to access independently, and the aim of the activity is comprehension, then having students read individually – either aloud or in silence – is unlikely to be most effective.</p> <p>A more logical sequence might see (1) students engaged in a short paired discussion about their existing knowledge of the topic, (2) the teacher reading the passage with concise clarifications of key vocabulary built-in (as recommended by Lemov in another section of <i>Reading Reconsidered</i>), and then (3) students discussing and answering comprehension questions about the passage.</p>	<p>their end of KS2 targets (based on KS1 exit data)</p> <p>Subject lead to monitor progress and impact of reading scheme and feedback regularly to SLT.</p>		
<p>B C</p> <p>To close the gap in maths attainment between PP and non-PP children</p> <p>To close the gap in Maths attainment in disadvantage pupils at St. Giles and non-disadvantaged pupils nationally.</p>	<p>Children are taught using a quality, NRICH and DfE recommended 'Power Maths' scheme which builds on learning sequentially and assesses prior knowledge for PP children with gaps. Teachers will need to be trained in the delivery and subject pedagogy will need to be kept up-to-date.</p>	<p>The philosophy behind <i>Power Maths</i> is that being successful in maths is not just about rote-learning procedures and methods, but is instead about problem solving, thinking and discussing. <i>Power Maths</i> includes practice questions to help children develop fluent recall and their conceptual understanding. <i>Power Maths</i> uses growth mindset characters to prompt, encourage and question children. They spark curiosity, engage reasoning, secure understanding and deepen learning for all.</p> <p>The scheme links into the teaching for mastery development journey the school is on, lead by the maths subject leader, and is supported by the NCETM and DfE. The scheme supports disadvantaged children by assessing prior knowledge before a unit which allows for gaps in learning to be identified. The scheme also supports whole class teaching which means the class move as one, supporting a reducing gaps between groups of children.</p>	<p>Maths leader to monitor the implementation and development of staff subject knowledge</p> <p>SLT to monitor quality of teaching and learning in maths</p> <p>Maths lead to monitor development of children's knowledge and progress</p> <p>SLT to support maths lead in implementing scheme series</p>	<p>Maths leader</p> <p>PP coordinator</p> <p>SLT</p>	<p>In line with monitoring and evaluation timetable.</p> <p>Regular monitoring activities to be fed back to SLT</p>

Total budgeted cost: £3,950	
Power Maths Scheme	£3,230
Power Maths Training Sessions (6 sessions)	£720

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?
B To close the gap in Maths attainment in disadvantage pupils in KS2 and non-disadvantaged pupils nationally.	Success at arithmetic Maths SL to monitor and promote the use of x table rockstars	According to data collated by Edge Hill University, over 13,000 pupils in Years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools. They made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress. 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic.	Attendance monitoring of sessions Pupil voice Test score data Drop ins on sessions	PP lead in relation with relevant support staff	In line with monitoring and evaluation timetable.

<p>A.B.C. Pupils who are SEND and PP to make good progress against their IEP targets.</p>	<p>Focused 1:1 IEP work for individuals.</p>	<p>Pupils who are SEND will benefit from focussed targeted work against their IEP targets; to improve their basic English and Maths skills.</p>	<p>Working with the SENCo, regular IEP reviews with teachers and parents. Using this information to set new targets.</p>	<p>SENCo will lead on the creation of IEPs. CTs, and YGLs will be responsible for implementing support</p>	<p>At the point of each review and discussed at PP meetings</p>
<p>F Pupils have SEMH needs with can prevent them from engaging successfully with learning.</p>	<p>PASS survey completed twice yearly by pupils. Surveys analysed by class teachers and wider support provision allocated accordingly.</p> <p>SEMH provision revised termly and monitored by relevant provision leads.</p> <p>Wider provision such as Nurture, 1:1 support and links with outside agencies such as Young Carers continued and supported by provision leads.</p> <p>Lego Therapy</p>	<p>Supportive relationships are a key motivation for teachers joining the profession,⁷ and happily, both teacher and pupil surveys show that teachers usually have positive relationships with students. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour Sammons, P., Lindorff, A. M., Ortega, L. and Kington, A. (2016) EEF https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF Improving behaviour in schools Report.pdf</p>	<p>Half-termly SEMH provision meetings with PP champion, SEND lead, TAs running intervention.</p>	<p>SENDco PP champion Learning mentor</p>	<p>Reviewed at end of each cycle and/or as need arises. Discussed in termly PP meetings</p>

Total budgeted cost £67,069

TA PP interventions	£29,720
TA intervention resources and reward systems	£350
EP services	£3,795
STS services	£8,750
X4hrs am learning mentor for children's SEMH support	£11,754
TA nurture provision	£12,700

iii. Other approaches

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?
E Increased attendance rates for pupils eligible for PP.	Attendance is to be monitored and the school's attendance policy and procedure is to be implemented to promote regular attendance.	Following publication from the DfE's 'Improving school attendance: support for schools and LA's' the school has a clear vision for attendance which has been communicated to all levels, and is embedded as an important area for school improvement. Staff aim to build respectful relationships and communication with families and pupils with clear and open lines of communication. Outside agencies are also liaised with to work with pupils and families to support attendance. There are clear systems and data supporting actions and intervention.	Half-termly attendance reviews. Staged attendance procedure with clear communication. LSM building communication with families.	PP lead SLT LSM Warwickshire ACE support team	In line with monitoring and evaluation timetable. Attendance discussed at PP meetings and following half-termly reviews. OM to provide regular information to HT and PP lead, arranging attendance meetings.
A, B, C	Pupil Premium 'structured conversations' with parents.	At St. Giles Junior School, the ARE attainment of PP pupils is below that of non-PP pupils at St. Giles and Nationally. See figure 1 pg.1. PP strategy 2019/20. To ensure that PP pupils who are not on track, have targets that are SMART and driven by QFT, PP lead, parents, pupils and teachers will have x2 structured conversations where appropriate.	PP lead will analyse data submitted by teachers and select pupils that are not on target to meet EOY outcomes for the PP meetings.	PP lead SLT YGL Class teachers	In line with monitoring and evaluation timetable 2019-20 (October, February and June)

A,B, C	<p>Teachers ensure challenge is provided for high attaining pupils and their attainment in monitored regularly by PP lead.</p> <p>Additional provision to be discussed and setup by SLT where appropriate.</p>	<p>The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE. (EEF June 2019)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>PP lead with analyse data submitted by teachers and discuss relevant strategies and possible interventions for pupils at Progress Meetings</p>	<p>PP lead SLT Subject Leads Class teachers</p>	<p>In line with monitoring and evaluation timetable</p>
A,B,C,D,E,F	<p>Funding is set aside to support hardship including trips and ensure PP pupils are able to access the same opportunities as non-PP peers.</p>	<p>Some students are visibly poorly dressed for school in uncomfortable uniform, some is unclean and in poor condition. It is important for students to feel that they fit in in this way to be able to settle well to learning.</p> <p>Some student's families could not afford the cost of a residential outdoor adventurous learning experience.</p> <p>'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'</p> <p>EEF</p>	<p>PP lead and SBM will track contributions to trips including residential.</p>	<p>Spending reviews with SBM.</p>	
Total budgeted cost £23,066					
<p>X4hrs pm learning mentors for attendance support, family engagement and vulnerable groups including early intervention and early help</p>					£13,779
<p>WAS Attendance support</p>					£325
<p>Achievement for All Training Costs</p>					£3,650
<p>Structured conversation release time (3 days per class)</p>					£5,212
<p>Hardship Support</p>					£100
<p>i: Quality teaching for all ii: Targeted Support iii: Other Approaches</p>					<p>£3,950 £67,069 £23,066</p>
Total					£94,085