

# St Michael's VA Junior School Pupil Premium Strategy Statement 2021-22

1. Summary information					
School	St Michael's VA Junior School				
Academic Year	2021-22	Total PP budget	£190,120	Date for next internal review of this strategy	September 2022
Total number of pupils	394	Number of pupils eligible for PP	142		

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

In-school barriers	
<b>A.</b>	<p>Lower attainment in the basic skills of reading, writing and maths than non-PP</p> <ul style="list-style-type: none"> <li>- Some PP children do not gain as much competence in basic numeracy and literacy skills by the end of KS1, in comparison to others, this slows progress across KS2.</li> <li>- Some PP pupils have less varied vocabulary and life experience than their peers This can inhibit their engagement, confidence and access to the curriculum; especially reading activities requiring inference <i>and</i> reasoning about real life problems in maths.</li> <li>- Historically, not enough PP pupils convert to greater depth, including the most-able PP.</li> <li>- Historically, not enough Year 5 PP pupils are getting to greater depth in each subject area.</li> <li>- Some children's early ready acquisition is not secure on entry to the junior school</li> </ul>
External barriers	
<b>B.</b>	<p>All children are likely to have been impacted by lockdown and the effects of covid-19. This may have affected PP children disproportionately. We have completed a Pandemic Register to help us identify where support is needed on return to full time schooling.</p>
<b>C.</b>	<p>The impact of low income on well-being, family life, experiences and aspirations.</p> <ul style="list-style-type: none"> <li>-In 2018-9 (the last full year in school) 67% of PP children received Pastoral Support over the year. This included Thrive, 1:1 sessions for anxiety, health problems, family issues, FSP and statutory CP process related work, family work, behaviour, bereavement, transition.</li> <li>- Many of our families, whether on PP or not, have a very low income and find supporting extra-curricular activities, school trips and other experiences challenging.</li> <li>-Many children are not aspirational for their own future.</li> <li>-We have noticed an increase in poor mental health with more children needing a trusted adult to speak with and offer support.</li> </ul>

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Accelerated progress in English and Maths, especially bearing in mind some children have not accessed learning during lockdown.</p> <ul style="list-style-type: none"> <li>- Extra reading support is given to PP and SEN pupils - those making slower progress are listened to a number of times per week</li> <li>-Teacher led Booster Session targeted at PP children across the school in Maths, Reading and Writing</li> <li>-Pupils work regularly in small groups with the teacher/teaching assistant</li> </ul>	<p>Improved progress and attainment across the school of identified groups.</p> <p>Those pupils who are eligible for PP close the gap on national NONPP, including those that are of high ability.</p> <p>More conversions between ability groupings happen.</p> <p>More conversion to greater depth occurs.</p>

	<p>-All PP and SEN pupils are frequently, carefully tracked and monitored against national NONPP from their key stage starting points in R, W and M by class teachers. Every class teacher contributes to the setting of target goals for the key stage journey, especially for those of strong ability making more than.</p> <p>-Specific tracking happens, and sessions are planned for those pupils that are borderline for conversion.</p>	<p>Children with SEN and PP make good progress from their starting points.</p>
<b>B.</b>	<p>Attendance rates get better for pupils eligible for PP, that are below target, including those that are persistent absentees – moving closer toward in line with the target of 97% attendance for all. In the year 2018-9 (last full year in school) , PP attendance = 95.03% and non PP is 96.05%</p>	<p>PP pupils, who have poor attendance, spend more time in school – as a result, there is an improvement in progress for those pupils.</p>
<b>C.</b>	<p>Pupils enjoy school and have positive attitudes and well-being</p> <p>-PP pupils and their families can access support that meets their needs, as quickly as possible, via a multiagency approach to mentoring/parenting/social care/hardship.</p>	<p>-THRIVE assessments and observations, pupil perception questionnaires are used to effectively identify children who need support and action plans can direct focused interventions.</p> <p>-Welfare outcomes for pupils eligible for PP are quickly satisfied; helping to address, support and improve issues so that pupils are not inhibited in their learning and progress, whilst at school.</p>

#### 4. Planned expenditure

Academic year		2021-22			
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?
Accelerated progress in English and Maths, closing the gap between PP and Non-PP.	<p>Interventions such as: Numicom Power Maths Read Write Inc Focused intervention with TA</p> <p>Deputy head and Senior teachers to support teaching and learning through CPD, coaching, mentoring and monitoring across the school.</p> <p>Teacher led booster sessions/catch up as appropriate.</p> <p>Programmes to support and accelerate learning by teacher and TAs particularly, focusing on PP children. Staffing costs £69,789</p> <p>Additional Power Maths resources to support learning and remove barriers related to secretarial or transcription rather which impact on developing maths skills. Additional resources - £13,700</p>	<p>Our weekly monitoring during lockdown informed us where there was limited engagement with school work and where the school may need to focus intervention upon return.</p> <p>Education Endowment Fund and Ofsted PP reports highlight the importance of quality first teaching on attainment and progress of PP children.</p> <p>During lockdown, many children found accessing high quality learning difficult. EEF concerns around greater drop back for pupils with PP.</p>	<p>Working as curriculum teams across the school. Weekly year group meetings Pupil Progress meetings termly</p> <p>RWI Development Days to ensure that the intervention is faithfully followed. RWI lead, monitored and evaluated by a senior leader</p> <p>Protected non-teaching days of SLT to allow time for supporting and coaching.</p> <p>Regular IT strategy meetings to ensure effective use of new technology. Dissemination to all staff.</p> <p>Year leaders and SENCo to monitor children's progress half termly</p>	Deputy Head, Senior teacher and year leaders	Termly
<b>Total budgeted cost</b>					£83,489

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance rates of vulnerable children.	<p>Deputy head has specific responsibility for attendance.</p> <p>Part time member of pastoral staff with specific responsibility for liaising with families</p> <p>Regular timely monitoring and follow up meetings with parents.</p> <p>Identification of barriers for each child and support in place if necessary.</p>	Attendance rates for pupils eligible for PP are below the target for all children. The last full year of schooling 2028-19 resulted in PP attendance = 95.03%. Target for all children = 97%	Regular monitoring of attendance data by the school office, deputy headteacher and pastoral staff. Making contact with parents to ascertain any barriers to attendance and finding rapid solutions, bearing in mind parental fears and concerns around Covid. We will take a very supportive stance while encouraging increasing engagement.	Deputy head	Half termly
Pupil well-being and mental health needs are being supported and children feel that they have a trusted adult/key worker to turn to.	<p>A strong Pastoral Support team that is well trained in a range of children's mental health and well-being matters. An allocated member to work with identified children on a regular basis.</p> <p>More staff members to complete training in mental health support. Following covid, an additional pastoral worker has been appointed. Pastoral Team increased to 3.5 staff members.</p>	<p>The school is seeing an increase in the numbers of children with mental health and well-being issues over the years. This has been exacerbated by the lockdown period and continuing concerns about Covid.</p> <p>In addition to that some families have struggled under new benefit systems and need the support of a range of multi-agency professionals.</p>	The pastoral team, overseen by a senior member of staff, meets regularly to review caseload and discuss children's needs.	Assistant headteacher	Half termly
<b>Total budgeted cost</b>					£106,624

