

St Paul's Pupil Premium Strategy Statement

School overview

School name	St Paul's C of E Junior School
Pupils in school	384
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£59 580
Academic year or years covered by statement	2019-2021
Publish date	1st November 2019
Review date	01 November 2020
Statement signed off by:	Julianne Taylor
Governor lead	Fr Richard Lamey – Vice Chair of Governors

Disadvantaged pupil progress scores for last academic year

	Score
Reading	-1.6
Writing	-1.2
Maths	-4.2

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	25%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
To raise the Maths progress scores of disadvantaged pupils so that by EOKS2, they are in line with the NA	<ul style="list-style-type: none"> • Maths consultant to deliver further training for teaching and support staff to embed quality delivery of the concrete, pictorial, abstract approach across all year groups. • Purchase a range of additional maths manipulatives to support learning of mathematical concepts. • Strengthen subject knowledge of teaching staff in progression of calculations by adopting a new policy. • Increase the number of opportunities for teachers to moderate EXS and GDS work, both within and between year groups.
To raise the Reading progress scores of disadvantaged pupils so that by EOKS2, they are in line with the NA	<ul style="list-style-type: none"> • Introduce new approach to Guided Reading – single text, whole class units of work • Use of Primary Impact assessment materials • Emphasis on reading culture & reading for pleasure • Introduce 'lunchtime reading' initiative Appoint a staff member to work alongside the English Subject Leader to further develop whole school reading strategy. • Purchase additional whole class sets of quality texts for each year group

	<ul style="list-style-type: none"> • Improve the contents of class libraries to ensure a greater range of quality reading materials at a variety of ability levels, including challenging texts
To raise the writing progress scores of disadvantaged boys so that by EOKS2, they are in line with girls and with the NA	<ul style="list-style-type: none"> • Whole school focus on vocabulary development—'Word of the Day' - structured language acquisition • Use of Primary Impact assessment materials for accurate identification of next steps for each pupil and for pupils to self-assess their work • Increase the frequency of opportunities for teachers to moderate EXS and GDS work, both within and between year groups. • Appoint a staff member as the lead for improvement work in spelling
Barriers to learning that these priorities address	<ul style="list-style-type: none"> • Effective and consistent implementation of QFT strategies will address gaps in learning • Accurate use of Primary Impact materials will lead to the early identification of pupils falling behind and identification of specific next steps in teaching required to move each child on • Improving whole school reading culture will raise the profile of reading. Targeted 1:1 work will result in the most reluctant pupils developing greater self-esteem, confidence and greater enjoyment of reading. • Improved subject knowledge of teachers and learning mentors will ensure that the planning and delivery of maths lessons enables pupils to demonstrate secure understanding of mathematical concepts in line with ARE.

Teaching priorities

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

Targeted academic support for 2019 - 2020

Priority	Activity
Maths	<ul style="list-style-type: none"> • Regular teacher/PP pupil 1:1 maths coaching sessions in dedicated weekly PP time • First Class @ Number and Success at Arithmetic maths intervention groups • Plus 1 and Power of 2 sessions for named pupils • Pre-teaching sessions delivered by teachers and learning mentors • Bespoke 1:1 support for individual PP pupils
2. Reading	<ul style="list-style-type: none"> • 1:1 reading sessions for the development of decoding, comprehension, inference and deduction skills with dedicated PP teacher • Recruit and train further reading support volunteers to increase the amount of support available for children who are not heard read outside of school • Canine Assisted Learning and ABC readers for named individuals • Structured programme of phonics – Read, Write Inc. sessions being delivered in Year 3 and for named pupils in Year 4
3. Writing	<ul style="list-style-type: none"> • Regular teacher/PP pupil 1:1 writing conferences in dedicated weekly PP time.
Barriers to learning these priorities address	For the difference between PP pupils and others to diminish due to PP pupils making accelerated progress.

Wider strategies for 2019 - 2020

Measure	Activity
Emotional health and wellbeing	<ul style="list-style-type: none"> • 1:1 pastoral support and nurture from PP teacher to improve self-esteem, resilience, mental and emotional wellbeing of every PP pupil • 6 week in-school anxiety programme delivered by external therapy service • Counselling sessions, where appropriate
Support for Learning	<ul style="list-style-type: none"> • Termly teaching session on the brain, Maslow's hierarchy of needs, how to keep our brain fit, healthy and ready to learn – delivered by the PP Teacher. • Homework Club— practise and consolidation of reading, spelling and maths skills • Laptops for pupils to use outside of school to ensure access to homework tasks, research opportunities and to develop IT skills
Physical health and fitness	<ul style="list-style-type: none"> • All pupils will be targeted by the Sports and Games Coordinator to be part of sport enrichment activities throughout the year & as many as possible will be given the opportunity to represent the school at competition level.
Access to social/cultural experiences	<ul style="list-style-type: none"> • Weekly Forest School Sessions • Access to all enrichment activities, special events, trips, visits etc. Continued access to a broad menu of extra-curricular clubs, including peripatetic music lessons.
Financial support	<ul style="list-style-type: none"> • Uniform, clubs, school trips, instrument hire, school milk and any sponsored or fund raising events - on an individual needs basis.
Attendance	<ul style="list-style-type: none"> • Improving attendance for the most disadvantaged pupils to 97%+
Barriers to learning these priorities address	<ul style="list-style-type: none"> • All PP pupils have high aspirations for themselves and achieve irrespective of any barriers, leaving St Paul's secondary ready due to the broad range of experiences they have had during their time at St Paul's.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	<p>Continue with one hour per weeks of dedicated PP release time for every class for PP team meetings and 1:1 pupil sessions. This will enable team leaders have a secure knowledge of the progress of each PP pupil within the cohort and to be able to plan strategically for improvement work.</p> <p>Use of INSET days and dedicated staff meeting time for training on pedagogy.</p> <p>Ensure subject leaders have sufficient non-contact time to monitor the implementation of agreed strategies.</p>
Academic support	Needs of pupils are not sufficiently understood to be able to provide timely and effective support.	<p>Teachers are provided with quality assessment materials and guidance (Focus Education & Primary Impact Grids) to support them making judgements about progress and next steps in learning</p> <p>Learning mentors are well trained in the delivery of interventions and the Inclusion Manager monitors the quality of delivery and outcomes of any double disadvantaged pupils</p> <p>All learning mentors are trained in the use of QFT strategies</p>
Wider strategies	Engaging the families facing most challenges	Develop close relationships between teachers and PP parents through regular face to face contact to develop trust and confidence in the work of the school. Offer opportunities for parents to develop knowledge in how to support their child's learning.