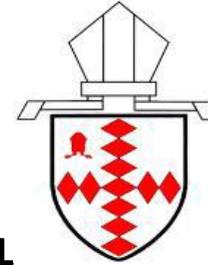




## St PAUL'S (C OF E) PRIMARY SCHOOL



### Pupil Premium Strategy Statement

Faith – Hope – Love

Summary Information					
Academic Year	2020-2021	Total PP budget for the academic year	£1,345 per pupil £169,470	Date of most recent pupil premium review, as instructed by Ofsted	9 <sup>th</sup> March 2020
Total number of pupils	220	Year Number of pupils eligible for PP	126	Review dates of this strategy	October 2020 Jan2021 April 2021 July 2021
Staff Lead: Mr Chavez (Inclusion Lead) With Mrs Silke (Headteacher) Mrs Crannitch (Deputy Head), Mrs Cleaver (English Lead), Miss O'Sullivan (EYFS and Capital & Culture Lead), Miss Pollard (Maths Lead) and Mr Alam (Science and Computing Lead)					

These actions have been identified from the school's Post Ofsted Action Plan (POAP), which was informed by the February 2018 Ofsted Report, and the Southwark Local Authority Statement of Action (which followed the inspection). An analysis of current progress and age-related expectations have also informed actions. We adapt our pupil premium spending each term to meet the ongoing needs of the children and based on the evidenced effectiveness of each intervention.

Baseline Attainment of Pupil Premium Children who are achieving Age Related Expectations (ARE)				Baseline Attainment of Non-Pupil Premium Children who are achieving Age Related Expectations (ARE)		
Spring 2020	Reading %	Writing %	Maths %	Reading %	Writing %	Maths %
In Reception	25 (12 pupils)	25	25	54 (13 pupils)	54	54
In Year 1	75 (12 pupils)	75	83	60 (15 pupils)	60	67
In Year 2	70 (10 pupils)	50	60	70 (10 pupils)	70	90
In Year 3	90 (19 pupils)	74	84	81 (16 pupils)	44	75
In Year 4	75 (16 pupils)	63	81	83 (12 pupils)	83	92
In Year 5	60 (30 pupils)	50	60	71 (7 pupils)	43	43
In Year 6	64 (22 pupils)	68	55	60 (10 pupils)	50	60

(i) Quality first teaching for all and raising of expectations						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
1	<p>For our children's learning outcomes to be good or better through outstanding leadership. The leadership team will ensure that all children have access to quality teaching.</p> <p>Data in key year groups (Reception, Year 2 and Year 4 will narrow from the baseline – see chart on page 2. Gaps will not appear in year groups where PP children are doing as well or better than non PP children.</p>	<p>Embed a culture of commitment to raising attainment across the whole school by developing and equipping ML who will:</p> <ol style="list-style-type: none"> <li>1) Raise attainment across the school and ensure excellent progress for all pupils by observing lessons and when needed, role modelling quality lessons.</li> <li>2) Maintain a systematic approach to developing and implementing lesson plans across the year groups.</li> <li>3) Grow and empower leaders to manage key areas of school development through Continued Professional Development (CPD) to develop their skills in observing lessons, developing differentiated lesson plans and monitoring pupil books.</li> </ol>	<p>In Ofsted's 2014 report: <i>Pupil Premium: an update</i> found that positive outcomes for disadvantaged pupils was especially noteworthy in schools with outstanding leadership and a school wide commitment to raising achievement.</p>	<p>ML will continue to follow a programme of monitoring. They will report findings in termly reports to SLT and class teachers.</p> <p>This will be guided by:</p> <ol style="list-style-type: none"> <li>1) Clear and concise action plans with measurable targets that are reviewed and evaluated regularly.</li> <li>2) Learning Walks to observe best practises.</li> <li>3) Systematically reviewing the teachers' lesson plans to ensure access to the content by all children.</li> <li>4) Systematically reviewing pupil books to monitor outcomes.</li> </ol>	£28000	<p>SLT meetings will review the progress of ML. Half-termly ML meetings will focus on CPD and the progress of their action plans. PPG children's progress and attainment will be reviewed after termly data drop and RWInc assessments.</p> <p>PPG children will be a key focus of PP Meetings. ML performance will be monitored through their action plans and appraisal targets.</p>

(i) Quality first teaching for all and raising of expectations						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
2	<p>For accurate tracking of all vulnerable groups e.g. Special Education Needs (SEN) and Pupil Premium (PP) by leaders and teachers to ensure attainment and progress is measured accurately and children's needs are addressed.</p> <p>Data in key year groups (Reception, Year 2 and Year 4 will narrow from the baseline – see chart on page 2. Gaps will not appear in year groups where PP children are doing as well or better than non PP children.</p>	Tracking will continue to be done via Sinnott Learning Solutions Tracker for all year groups. Any SLT or NQT's not trained on this system will have a session with the Deputy Head Teacher. This year this will include Religious Education (RE) and Science as well as Reading, Writing and Maths.	Teachers are now able to talk more knowledgably about children's previous results and about combined figures. There is a greater focus on knowing children and the data and gaps are beginning to close in some year groups.	Data will be inputted by teachers on a termly basis. Analysis and reports of findings by ML will be presented to governors, SLT and class teachers. Assessment and Inclusion Leads will ensure any interventions meet children's needs.	£5000	PPG children's progress and attainment will be reviewed after termly data drop and RWInc assessments. PPG children's progress and attainment will be a key focus in PP meetings. Evidence of clear differentiation in plans books and during lesson observations. Inclusion Leader and ML performance will be monitored through their action plans and appraisal targets.
3	For the results of phonics assessments in EYFS and KS1 to be raised to ensure at least national expectations are achieved. Current Year 3 outcomes will be	Implement Read, Write Inc programme across EYFS and KS1 and use in KS2 where needed. Training for all teachers and TA's will happen in the Autumn term.	Phonics data in the last 3 years has been near National but has fluctuated up and down.	There will be half termly tracking of children in every phonic phase for EYFS, Year 1, Year 2 and those in current Year 3 that did not meet expectations in Year 2.	£13000	This will be reviewed termly upon receipt of phonic assessments (using RWInc) results and teacher observations.

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	<p>monitored to target those not meeting expectations when they were in KS1</p> <p>Data in phonics assessments in Reception and Year 2 in particular will show a closing gap over the year.</p>			Ensure Year 1 children and those children in Year 2 who are retaking the phonics test are on track.		
4	<p>Children in EYFS will achieve a Good Level of Development (GLD) particularly boys and non EAL children historically have not achieved as well across Communication &amp; Language and Reading and the gap will close in Reading, Writing and Maths for PP and non PP children.</p>	<p>Early Years pupils will have high quality teaching input specific to their needs and there will be targeted interventions for key children.</p>	<p>This gap was closed for in the Nursery and Reception data in June 2019 and there is little gap for March 2020 data but will be a continued target for the EYFS to ensure the gap stays closed.</p>	<p>Monitoring of provision in EY regularly Look at termly progress and GLD data in Communication, Language and Literacy areas and Reading.</p>	<p>£8500 TA percentage</p>	<p>Percentages of boys and non-EAL children achieving expected levels in Communication, Language and Reading continue to be the same as girls and EAL children. Review termly data and monitor TA performance through appraisals.</p>
5	<p>Children in EYFS will develop higher levels of the spoken language.</p>	<p>The EYFS leader and team will identify where additional resources are needed to support children's learning.</p>	<p>Children begin our school often at a low starting point in their speech and would gain from first hand experiences to</p>	<p>We will increase the range of small world play equipment to link with EYFS topics, new English</p>	<p>£2000</p>	<p>Percentages of children in Reception achieving expected levels in Communication and Language will be</p>

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	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
		Adults will role play language when playing with new small world equipment and maths games.	develop specific nouns, dialogue and positional language. EYFSP can be simplified and that learning goals for Communication and Language will be assessed separately from those relating to Literacy Development.	books and Maths learning		reviewed termly on the tracker. End of year results will increase by 10% from last year.
6	To ensure all pupil premium children achieve ARE (Age Related Expectations) in Reading. All children below ARE at lockdown as well as all of Years 1, 2 and 3 (as they missed 4 months of phonics during lockdown) have been assessed by the Headteacher and grouped for intervention with RWInc, Literacy Tree and ML monitoring.	To continue to improve the quality of home reading for Years 3 and 4, and for less able readers in Years 5 & 6 by purchasing banded books	ARE is not raising over time in all year groups. Children were not always motivated to read at home nor were they reading appropriate level books.	Half termly monitoring of home learning scheme and checks of sample children to ensure correct level of challenge.	£2000	The assessments will be reviewed termly upon receipt of the whole school data to monitor effectiveness of ML monitoring pupil outcomes and Guided Reading lessons. The Reading and Maths teacher assessments in Years 1-6 are informed by PIRA Reading and White Rose Maths tests.
		To continue to improve the experience and quality of whole class guided reading by using class sets of all guided reading books (linked to Literacy Leaves)	The impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the most impact.	The ML for English will monitor planning and books to ensure School & Literacy Leaves' sequences are being followed.	£3000	
		For children to read non-fiction books to support their understanding of topics and	There is extensive EEF evidence that reading comprehension	Weekly guided reading sessions give children	£3000	

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		the themes of guided reading books	approaches are more effective than phonic or oral language approaches, so it is essential for children to understand the context and themes of their reading achieved by reading non-fiction texts linked to fiction & topics.	access to non-fiction books.		
	For our children to develop a love of reading which will support their reading progress  Gaps will reduce in Reading in key year groups for PP children (Rec, Year 2 and Year 4)	The library will be used weekly by all classes in Reading for Pleasure sessions.	Many children do not read regularly at home or visit local libraries.	Timetable for use of Library. Learning walks to monitor use of timetable.	£5000	This will be reviewed termly upon receipt of the whole school data and pupil voice.
7	We want children to be motivated to work independently on carefully matched tasks to increase their progress and age-related expectations (ARE) in KS2 Maths.	To subscribe to MyMaths for all children to consolidate learning through homework. Children have individual logins so the tasks meet the individual child's needs.	Age Related Expectations in Maths has been lower than Reading, Writing and SPAG in the last 3 years. Greater Depth has not been increasing.	Class teachers will plan differentiated tasks for homework. Class teachers will check children's outcomes in homework and follow up with further practice as appropriate.	£325	This will be reviewed termly upon receipt of the whole school data. MyMaths usage will be monitored.

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	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
		Use of Maths resources for all classes to support the mastery approach and deepening of understanding around number.		In learning walks and pupil voice children can explain how to use manipulatives for different areas of maths	£500 for top up of resources	
8	We want to deepen the understanding of our children in all core subjects, particularly concepts and topics, which we are unable to provide first hand experiences of.	Each child to have access to videos, interactive games, images, sounds, fact files and articles, to support their understanding in all curriculum areas.	Pupil voice shows that our children respond well to videos and are able to recall the learning and articulate it more clearly by learning in this way. Teacher's feedback confirms that children are engaged when using digital resources. Espresso was chosen for its range of quality resource types for children aged from EYFS to Year 6.	Through training, Teachers will be competent with using the range of resources within this product, to enable children to strengthen their understanding in all curriculum subjects. These resources will be used as appropriate, individually for independent learning or as a class for direct teaching and discussion.	£2375 for a yearly subscription	Evidence in lesson plans, pupil voice and learning walks
9	For Pupil Premium children to be able to participate in trips and visits	We will ensure Pupil Premium Children have access to trips and events, including the Year 6 residential.	We feel that it is important that Pupil Premium children learn from first hand experiences that they may not experience elsewhere, giving them an enriched curriculum.	Individual children requiring financial support will be identified by class teachers and SLT. The inclusion Team will follow up concerns sensitively with parents	£10000	This will be reviewed annually. The number of children who attend the Year 6 residential trip this year will be compared to the number who attended the last couple of years.

(i) Quality first teaching for all and raising of expectations						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
			Only 1/3 of Year 6 children have taken part on the residential trip in the last 2 years.	to enable an affordable arrangement. Some trips and visitors will be subsidised for the whole group by discretion of SLT.		
						Total Cost £82700

(ii) Targeted support						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
1	For our children to achieve at least national expectations in the Phonics test and to support KS2 children in becoming ARE	Daily Read, Write Inc interventions as needed led by TAs for small groups. These will focus on addressing gaps and reinforcing daily sessions for Year 1 children and 2	This intervention aims to close the gaps early in their primary school life as many of our children have limited language and low starting points,	Prior to starting the interventions, will carry out baseline assessment and then plan appropriate activities to address the gaps. Children will be assessed half termly to monitor progress	Training- £4400 Resources – RWI phonics - £6960 RWI Freshstart – £976	This will be reviewed upon receipt of half termly assessment data for phonics

		children (who didn't pass the test last year).		towards children's target.		
2	For our children to achieve at least national expectations in the KS2 Maths SATs	To continue the online maths intervention - Third Space - for 22 children who will benefit from a 1 to 1 tutor.	There are gaps in knowledge across KS2, so it is essential to address the gaps from Years 3 & 4 and continue to reinforce Maths learning in Years 5 & 6. Reasoning is also a weaker area for most pupils.	The Year 6 teacher will manage the online programme which is tailored to each child. Following feedback from the tutors, an additional session will be carried out in the week using Third Space materials.	£12,250	This will be reviewed termly upon receipt of Year 6 maths data.
3	For children in KS2 to develop greater confidence, regulation of emotions and an increased empathy for others	Continue with a weekly small group session (with a peer role model) using the Blue Elephant Youth Theatre Company.	Children in KS2 who have the most behaviour issues in or out of class have a mixture of low confidence and the inability to self-regulate behaviour in more challenging situations.	The Learning Mentor will attend sessions to then extend learning /strategies into other parts of the day. Sessions will be written up by Blue Elephant and shared with the Inclusion Team, DHT and relevant class teachers.	£3500 Cost programme plus % of LM	Pupil voice, speaking to teachers and session notes.
<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 we ensure it is implemented well?</b>	<b>Expected Cost</b>	<b>How will it be reviewed?</b>
4	Families with poor punctuality and attendance are supported to ensure children achieve above 96% attendance and persistent absences will be decreased.	The Inclusion Team will execute a tiered system to address lateness and poor attendance informed	Children's absence for many days leads to extensive gaps in their learning across the curriculum. When children	The Learning Mentor will follow with up poor attendance and late children with daily	£7000	At Academy Action Groups (AAG), the schools termly figures for attendance,

		by monthly monitoring of all children.	are late, they are not prepared for the day because key messages and learning opportunities are missed. Attendance and punctuality is often linked to social and emotional difficulties.	conversations and weekly phone calls. The Attendance Officer, Inclusion Lead and the DSL will use feedback from verbal conversations and monthly monitoring of children below 90% attendance to inform meetings with the parents. When attendance and lateness does not improve outside agencies will be used.		persistent absence and lateness will be presented.
5	For our children to receive support for social and emotional issues	We will implement a graduated system of in house Behaviour and Emotional Support and Mentoring. A Play and Arts therapist will be employed for higher need cases.	There is extensive EEF evidence to show that Social Emotional Learning have an identifiable & valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Staff will be vigilant about children's well-being and share with the Inclusion team any concerns. The Inclusion Lead, with parents will identify the most appropriate support for children.	£35,000 Learning Mentor 50% Play therapist and student play therapist	Through pupil voice and feedback from teachers. Less incidents recorded on Arbor. Behaviour in the playground. Monitoring of planned Well-Being sessions.
(ii) Targeted support						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?

6	Speech and Language therapy (SALT) supports progress in reading and writing.	We will contract a fortnightly or weekly therapist to assess and implement interventions with a team of TAs.	Oral language interventions aim to support learner's articulation of ideas and spoken expression. Both skills are essential for reading and writing development. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for children from disadvantaged backgrounds (up to 6 months additional progress).	The Inclusion Lead will liaise with the speech therapist to assess, plan for and review the Speech and Language Needs of identified children from the age of 5. TAs will be trained by the therapist to ensure they can implement interventions.	£15,570 SALT therapist and 20% of a TA's wage.	This will be reviewed termly upon receipt of Reading and Writing data for children who have had therapy and in EYFS Communication and Language assessments. SALT Pupil Premium and non-Pupil Premium data will be compared
						Total cost £79320

(iii) Other approaches						
	Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
1	To provide wider opportunities and experiences for disadvantaged pupils through extracurricular clubs	To provide additional clubs: drama, cooking & sports clubs after school. To provide free places as appropriate.	First hand experiences support all aspects of a child's learning and provide opportunities for children to excel. These clubs also have the potential to build children's confidence and vocabulary.	The Clubs lead will manage the clubs and communicate to parents of the range, days and costs. The Clubs Lead will liaise with the Inclusion Lead to ensure free places are provided as appropriate.	£700	This will be reviewed termly, analysing the number of clubs and the number of attendees overall and children with free places.
2	Parents with EAL can access information about their children and school	Inclusion Lead and part time TA to interpret at meetings.	It is recognised that some of our Portuguese and Spanish speaking parents,	Ensure that an interpreter or translated documents are available for as many	£1500	This will be reviewed termly through feedback in the

(iii) Other approaches					
Desired outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Expected Cost	How will it be reviewed?
life, and understand how they can help them.		who have newly arrived in the UK are not familiar with our school systems, making it difficult to develop good home-school partnerships.	parent meetings as possible.		Chairman's fortnightly Parent's Group
3 An inclusive approach to school life and the school community.	To promote high expectations for school uniforms and to provide accessibility to learning resources at home.	It is a fundamental part of the inclusive ethos of St. Paul's School that no child is prevented from participating in school activities or gaining from extra learning resources on the grounds of cost.	The Inclusion Lead will liaise with the Inclusion Team, teachers and TAs to identify any resource needs for children.  Parents who fill in the pupil premium form will receive a free sweatshirt and book bag.	£1000	Speaking to parents and children via questionnaires, parents meetings and other feedback.
	To ensure children are ready to start their learning by offering free places in Breakfast Club as appropriate.	It is essential that children eat breakfast daily in order to concentrate at school. Some of our families have limited budgets for providing sufficient food for the children.	The Inclusion Lead will liaise with the Breakfast Club Leader when places are required in the club for children with safeguarding, punctuality or attendance concerns.	£5800	
					Total cost £9000
Total spend of pupil premium budget: £171,020					