**Pupil premium strategy**

**Summary information of pupil premium (PP)**

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| **Name of school:** | **Kingsley St John’s CE Aided Primary School** | | |
| **Academic year:** | **2021-22** | **Total PP budget for year:** | **£21,415** |
| **Total number of pupils:** | **70** | **Number of pupils eligible for PP:** | **10** |
| **Amount per pupil:** | **£1345 FSM x**  **£2345 Post CLA x6** | **Date of next PP strategy review:** | **September 2022** |

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| At Kingsley St John’s CE Aided Primary School, we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore we will use all the available resources to help them reach their full potential.  The pupil premium grant (PPG) was created to provide funding for three key areas:   * Raising the attainment of disadvantaged pupils and closing the gap with their peers. * Supporting children and young people with parents in the armed forces. * Providing funding for looked-after children and post looked after children (LAC).   This Strategy outlines the amount of funding available, along with the procedures for ensuring the funding is allocated correctly. |

**Mission statement**

**Barriers to future attainment for pupils eligible for PP**

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|  | **In-school barriers:** |
| **A.** | Securing attainment of age-related expectations in reading, writing and maths |
| **B.** | **Developing spelling strategies that support and enhance a pupil’s ability to meet end of key stage expectations, through effective and appropriate spelling.** |
| **C.** | **Identifying and nurturing individual gifts, talents and skills to reach their full potential.** |
|  | **External barriers:** |
| **D.** | **Developmental delays from experiences in their earliest of years/months** |
| **E.** | **Attendance – families living further afield, and attendance suffers – emotional non-attendance issues and societal behaviours impacting attendance** |
| **F.** | **Maturity levels to reason and grow resilience that leads to persistence in learning situations and improved attention** |

**Aims and outcomes**

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|  | **Desired outcome:** | **Success criteria:** |
| **A.** | **Attainment at the end of key stage reaches their full potential, in line with age related expectations and recovering from Covid impacts.** | **Interventions for reading, writing and maths where necessary.**  **Precision teaching and catch up funding to access additional support.**  **Increase enrichment opportunities to support the embedding of this.**  **Pathways to spell purchase**  **Lexplore eye tracking reading assessment**  **Teachers will be confident in their attainment in line with verbal reasoning ss and potential knowing pupils well.** |
| **B.** | Continued and sustained Improved attendance at least in line, but aim to be above national targets 95% | RJ pupil premium champion to develop links with identified families to support attendance rates verbally and through support, rather than letter – more proactive in encouraging.  Working closely with EWO team at CWAC.  Careful tracking of this groups’ and individuals’ attendance compared to other non-pupil premium pupils.  Attendance training attended  Identified governor to support HT with this. |
| **C.** | Balanced and positive MHWB for these pupils. Pupils to leave KSJ with strategies to support their emotional well-being and positive outlooks of their own skills, lives and behaviours. | RJ to focus on reading for a range of pupils – targeted reading for fluency and reasoning looking at a range of assessment foci.  New ELSA training  Thought-busting sessions  P4C training  Rights Respecting School Award – pitched at these children |
|  | **How improvement will be measured:** | |
| **A.** | **Pupil premium pupils to be at expected or within the boundary of (only 1 or 2 areas not secure) if not in writing.** | |
| **B.** | Improved attendance rates for identified pupils – not to drop below 95% attendance – daily phone calls home when absent – within the expectations of covid | |
| **C.** | MHWB tracking, behaviour logs, ELSA sessions, Thought busting attendance – pupil premium or not pupil premium. Feedback from parents will evidence this also. – Drawing and Talking Therapy to be invested in. Cluster INSET training | |

**Planned expenditure**

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| **Desired outcome** | **Action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Budget** | **Review date** |
| A | RJ to continue to be delegated pupil premium champion.  Interventions for reading, writing and spelling development to be in place  Precision teaching  Pathways to spell implementation | Impact of this on 2022 academic year data.  Internal school data identifies gaps and areas of focus for individuals | QA  Regular monitoring  Pupil progress meetings  Training  Internal data  Pupil books | RJ | LR cost to school on a 0.6 hours  Pathways to spell £150 | September 2022 |
| B | Close monitoring of identified pupils – all absences to be reported to RJ.  RJ to liaise with families to identify patterns or relevant support required for daily absence | Covid impact aside – attendance will be within expectations and reasonable – alongside whole school expectations | QA each time absence  Telephone call to family for daily absence  Reporting to governors | RJ | Attendance motivations  RJ time in school  On time for school week | September 2022 |
| C | Covid Catch up focus on MHWB – smaller groups have time with class teacher | Pupil premium to reach end of year expectations | QA  Tracking  Monitoring  Reading ages data  Benchmarking  Assessment data  Pupil books | RJ | Lego therapy training  Tracking of MHWB system  Tracking spelling across terms  Positive focus  £500 ELSA training | September 2022 |
| C | Range of Therapies and support to be in place and available in school  ELSA re-training | Emotional vulnerabilities of individuals in this group | ELSA feedback and supervision sessions  QA  Pupil interviews  Parent feedback | RJ | Training accessed.  £500 Drawing and Talking therapy | September 2021 |

Monitoring and evaluation of outcomes

# **Impact statement**

The impact statement explains the meaning of the data which follows and how the data relates to the preceding information. The impact of the pupil premium can be displayed in tables, like they are below, to highlight the areas where pupils’ attainment has improved in line with the areas where money has been spent.

An example of an impact statement is:

‘The impact on pupils’ attainment owing to the money spent through the pupil premium is outlined in the tables below – this information highlights the impact the extra funding has had on the areas the school has identified.’

2020-2021 Impact below

No external data in 2020 or 2021.  
Covid pandemic impacted all pupils.

PP children were highly supported across the time and school closures – increased visits, individual online sessions and personalised kits to support individual targets.

ELSA retired at the end of Summer term 2021. New ELSA in training Sept 2021.

Drawing and Talking Therapist retired Sept 2021 – new training to be identified.

Precision teaching needed to identify and plug gapps due to covid.

CWIEB subject leader training to identify gaps in learning – personalised and focused book monitoring

Attendance – highly impacted by Covid – no attendance data

MHWB is a strength of the school and individuals are well supported through consistent approaches and very strong relationships in school. – OWOW being embedded now

Covid catch up session – 10 sessions targeted at PP pupils and small groups created – building social skills and developing core skills identified and personalised.

Lexplore reading assessment purchased

Insight tracking purchased

Pathways to Write and Pathways to spell.