



SS Simon and Jude CE Primary School Pupil Premium Strategy Statement 2020-21

School Overview			
Metric	Data		
School Name	SS Simon and Jude CE Primary School		
Number of pupils in school	N - Y6 592 R - Y6 518		
Proportion of disadvantaged pupils	122/402 = 30.3% (current 164/518 = 31.7%)		
Pupil premium allocation this academic year	£164 090		
Academic year/ years covered by statement	2020 - 2023		
Publish date	November 2020		
Review date	September 2021		
Statement authorised by	Miss K Jones		
Pupil premium lead	Miss E Davies		
Governor lead	Mrs A Johnson		
Pupil Performance for the last academic year (2019/2020)			
Measure	Disadvantaged Pupils	Other Pupils	All pupils
KS2 Reading Progress Score	No data available due to COVID -19	No data available due to COVID -19	No data available due to COVID -19
KS2 Writing Progress Score			
KS2 Maths Progress Score			
Meeting expected standard at KS2 in RWM			
Achieving higher standard at KS2 in RWM			
Phonics			
Attendance up to 20/03/20	95.4%		95.5%

Strategy aims for disadvantaged pupils

Aim	Target	Target date	RAG 2021	RAG 2022	RAG 2023
Attainment in Reading	To reduce the difference between disadvantaged and non-disadvantaged to below 10PP by the end of Key Stage 2.	July 2023			
Progress in Writing	Disadvantaged pupils to achieve 'average' progress by the end of Key Stage 2.	July 2023			
Attainment in Maths	To reduce the difference between disadvantaged and non-disadvantaged at higher standard to below 10PP by the end of Key Stage 2.	July 2023			
Attainment in Phonics	To reduce the difference between disadvantaged and non-disadvantaged by the end of Key Stage 1 to below 10PP.	July 2023			
Attainment in Early Years	To maintain the % of disadvantaged pupils achieving GLD by the end of Early Years.	July 2023			

Tier 1- Teaching priorities for current academic year

Measure	Activity
Emotional Development	<p>To train 2 members of staff in Mental health First Aid.</p> <p>To train 2 members of staff in ROAR (Pupil Mental Health)</p> <p>Plan recovery curriculum in teams focusing on 5 key losses that pupils have experienced during COVID lockdown (routine, structure, friendship, opportunity and freedom)</p> <p>Implement additional Jigsaw unit focusing on: gifts of gratitude; bereavement; unexpected changes; reconnecting with friends; coming together again; coronavirus; being positive and looking forward to learning; managing worries and fears; belong to and feeling safe in school.</p> <p>Complete pupil voice questionnaires linked to returning to school.</p> <p>Purchase PASS survey.</p> <p>Purchase library books linked to empathy.</p> <p>Careful consideration of staffing structure for September 2020.</p>
Phonics	<p>Additional phonics timetabled within Year 2.</p> <p>Implement phonics training.</p> <p>Implement whole school phonics programme.</p>
Language and vocabulary development	<p>Implement whole school vocabulary policy.</p> <p>All staff to attend training on vocabulary development.</p> <p>Share good practice linked to the teaching of vocabulary.</p> <p>Purchase Speechwise SLA to screen Reception pupils and identify pupils with additional language needs.</p> <p>Purchase Wellcomm Primary Language Programme to screen and identify pupils with additional language needs.</p> <p>Early years to attend Nuffield Language Training.</p> <p>Speech and language training for support staff to be implemented.</p>
Reading attainment	<p>Further develop use of Active Learn to increase access to reading books at home, including training pupils.</p> <p>All staff to attend reading comprehension strategies training.</p> <p>Implement whole school reading policy.</p> <p>TA training on the implementation of the new Salford reading assessment.</p> <p>Assigned mentor for early career teachers.</p> <p>Staff training linked to MARK assessment tool.</p>
Maths attainment	<p>Teaching staff to attend Power Maths training.</p> <p>Purchase teaching resources for Maths (textbooks, practice books and concrete equipment)</p> <p>Assigned mentor for early career teachers.</p> <p>Implement new Maths policy.</p> <p>Staff training linked to MARK assessment tool.</p> <p>Increase timetabled Maths sessions to address coverage of the curriculum.</p>
Learning	<p>Teaching assistants to attend training linked to the following: modelling; questioning; increasing independence and scaffolding.</p>
Remote Learning	<p>Teacher training on remote education linked to chosen learning platform.</p> <p>Model to pupils the use of Seesaw to access remote learning.</p> <p>Develop Seesaw to be used as a homework platform to further develop IT skills</p> <p>Implement remote education policy and remote learning plan. Share with parents and pupils.</p>
Barriers to learning these priorities address	<p>Low levels of language and vocabulary on entry and return to school.</p> <p>Increasing number of pupils with no or limited English starting from September 2020.</p> <p>Gaps in learning due to COVID restrictions from March 2020.</p> <p>Bubble closing and individual pupil self-isolation.</p> <p>Engagement in learning (behaviour for learning and attitudes)</p>
Projected spend	£16 200

Tier 2- Targeted academic support for current academic year

Measure	Activity
Emotional Development	<p>Additional recovery intervention for targeted pupils.</p> <p>Learning mentor to support identified pupils from pupil voice questionnaires and linked to pupils individual circumstances.</p> <p>Feedback information gained from PASS survey to class teachers and learning mentor to target identified pupils.</p>
Phonics	<p>Teaching staff to support pupils in small targeted groups to ensure all vulnerable groups make required progress.</p> <p>Make effective use of school resources to ensure learning is matched to pupils' individual needs.</p> <p>Effective analysis of phonics screening to identify pupils' gaps in learning.</p>
Language and vocabulary development	<p>Speechwise intervention groups in Reception, including work with therapist and follow up sessions with trained TA.</p> <p>Wellcomm intervention targeting pupils across school.</p> <p>Nuffield Early Language interventions for targeted pupils to develop oral language skills.</p> <p>Bug club Nursery and Reception Language booster programme to be delivered to targeted pupils.</p> <p>Individual speech and language programme to be delivered.</p>
Reading attainment	<p>Clear rationale in place for interventions and careful timetabling.</p> <p>Additional structured interventions for pupils identified at the point of teaching and through gap analysis.</p> <p>Development of 1 to 1 reading programme across school.</p> <p>Allocate reading books matched to the pupils' individual reading and comprehension ages.</p>
Maths attainment	<p>Additional structured interventions for pupils identified at the point of teaching and through gap analysis.</p> <p>Clear rationale in place for interventions and careful timetabling.</p>
Barriers to learning these priorities address	<p>The impact of the interventions on pupil attainment and progress.</p> <p>Time constraints and staff capacity linked to COVID.</p>
Projected spend	£135 300

Tier 3- Wider strategies for current academic year

Measure	Activity
Emotional Development	Learning mentor to meet with all new to school parents to ensure there is a smooth transition into school. Learning mentor to support identified pupils and families.
Language and vocabulary development	Parent workshops to be hosted linked to language development.
Phonics	Parent workshops to be hosted linked to phonics teaching and phonics assessments in Year 1.
Learning	Parent workshops to be hosted linked to year group expectations. To plan trips and visitors to school to extend learning across the curriculum. Build effective partnerships with local businesses to further develop the pupils' wider experiences.
Remote learning	Video support for parents to showcase how to use learning platforms at home for remote learning. Additional learning mentor support to target families with little or no engagement with remote learning. Provide access to technology to complete remote learning tasks. Provide free 90 day internet access to disadvantaged families.
Attendance	Continue to employ pastoral support worker to monitor pupil attendance and follow up quickly on absences and provide additional family / pupil intervention when required. Share expectations linked to attendance with parents. Implement whole school attendance policy. Provide breakfast club provision for key workers and vulnerable pupils.
Barriers to learning these priorities address	Level of engagement with remote learning Accessibility of hardware and internet access at home. Parental fears / worries linked to COVID which may impact on attendance. Individual home-life circumstances. Some pupils' lack of life experiences linked to losses due to COVID. Staff capacity to deliver parent workshops.
Projected spend	£12 500

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency in quality first teaching.	Planned CPD linked to staff needs Assigned mentor for ECF teachers Joint PPA across school Opportunities to share good practice
Targeted support	Ensuring targeted interventions are timetabled and delivered. Intervention having the intended impact.	Appropriate training in place for staff who deliver interventions. Allocated protected time identified within class timetables for interventions. Monitoring the impact of interventions through observation, pupil interviews and data analysis.
Wider strategies	Engaging the families facing the most challenges.	Learning mentor to communicate effectively with parents, providing targeted support where appropriate.

Review: last year's aims and outcomes

Intended Outcome	Review of Impact
<p>The proportion of pupils achieving ELG in communication and language is at least in line with Bolton and National.</p>	<p>Pupils in the early years only attended school from September 2019- March 2020 due to Covid 19 restrictions.</p> <p>Learning walks showed EY provision is well planned in terms of developing pupils' print awareness, vocabulary and language development. Early years teaching team planned and delivered language rich opportunities and experiences over the two terms.</p> <p>Early years' staff received training on Wellcomm language programme and Reception narrative.</p> <p>All pupils in reception were screened by the Speechwise therapist. Baseline assessments showed that 34% pupils were working below in their information language assessment and 42% below in their grammar assessment. Pupils requiring additional support were placed in to six ability groups and received one session with a qualified therapist and two follow up sessions with an early years bilingual TA. Due to school closing to most pupils in March 2020, impact data was not obtained. Additional language and communication activities were provided to support with home learning during lockdown.</p> <p>Nursery pupils were screened using the WellComm toolkit and additional intervention was targeted at gaps in language development. Following assessments pupils with greater needs were referred to NHS speech and language therapy and have since received additional support.</p> <p>Parent workshops on language and communication were planned for the Summer term.</p>
<p>Teaching of vocabulary is embedded in all aspects of the curriculum.</p>	<p>Over the two terms in school staff gained a deeper understanding of how to teach vocabulary across the curriculum. This was through professional development meetings in the different subject areas and opportunities were provided for staff to observe outstanding teaching of vocabulary both within English and across the curriculum.</p> <p>Book scrutinies showed that pupils were applying their knowledge of vocabulary to writing across the curriculum. A whole school policy was devised which detailed how to teach vocabulary at SSSJ.</p> <p>Teacher observations showed that teaching staff were effectively using the strategies introduced within the training.</p> <p>Vocabulary displayed around school demonstrated that pupils were using more age-appropriate vocabulary when identified within the text. Spoken language was improving but still needs further development.</p> <p>Language and communication interventions were delivered over the two terms for identified pupils. These included reception narrative, Time to talk, socially speaking and individual speech and language therapy programmes devised by qualified therapists.</p>
<p>The attainment gap between all pupils and pupil premium is diminished at both expected standard and higher standard.</p>	<p>Pupils did not attend school from March 2020- July 2020 due to COVID restrictions.</p> <p>Robust gap analysis was used effectively in the autumn term to identify learning targets that individual pupils needed to address. Teachers focused upon addressing these needs at the point of teaching.</p> <p>An additional teacher was employed in year 6 to reduce class sizes in English, maths, extended writing and SPAG. The groupings were fluid and based on the needs of individual pupils. As a result of close scrutiny of pupil tracking, pupils were placed within the appropriate group in order to enhance their learning further.</p>

	<p>Over the autumn and spring term there was a clear focus on further developing teaching assistants to support learning and improve outcomes. This include training on: the importance of independence, questioning and effective modelling.</p> <p>Intervention programmes over the two terms were specially tailored to meet the needs of the pupils, with a clear rational as to why the intervention was needed. This involved effectively deploying TAS across school linked to their particular expertise.</p> <p>1 to 1 reading was delivered by the TAs across school. There was clear evidence to suggest that the gap between the reading age and chronological age was diminishing. This will continue to be a focus given the school closures.</p> <p>1 to 1 learning review meetings took place in the autumn and start of the spring term. This improved pupils' engagement with their learning. Pupils were confidently able to discuss what they needed to do to improve their learning.</p>
<p>School attendance continues to be in line with National averages by July 2020.</p>	<p>The school attendance at the end of the spring term was 95.5%. This was in line with the school target of 96%. Persistent absence for disadvantaged pupils was 3.2% and attendance was 95.4%.</p> <p>The school pastoral support worker continued to monitor pupils' attendance and follow up quickly on absence. Additional family and pupil intervention was provided all through the year, including the school closure period.</p> <p>Free breakfast places were provided for 25 identified pupils. Breakfast club continued to be well attended and in the spring term approximately 100 children were attending breakfast club each day. School continued to cater for the pupils during school closures, providing access to breakfast and snacks throughout the day.</p>
<p>Pupils' have access to a wide range of 'life experiences' to enrich pupils' learning</p>	<p>All key stages carefully planned trips and visitors to more effectively support learning across the curriculum. These were detailed within the school's long term plans. Not all trips or visitors to school took place due to school closing to most pupils in March 2020.</p> <p>At the start of the academic year all pupils were involved within an aspiration day which involved members of the community coming into school to share their job experiences with the pupils. Pupils listened to and questioned people from a range of different occupations. This improved the pupils' understanding of the different life chances available to them.</p> <p>The year 5 residential trip was unable to take place due to Covid 19 restrictions.</p> <p>The music service provided specialist teaching over the autumn and spring term. This included teaching pupils to play a range of musical instruments including: drums, recorders and violins. Pupils were also given the opportunity to sing. Additional home learning music activities were provided during school closures, broadening and deepening the pupils' musical experiences.</p>