



SS Simon and Jude CE Primary School Pupil Premium Strategy 2019- 2020

1. Summary information (based on January 2019 Census)

School			SS Simon and Jude CE Primary School		
Academic Year	2019-20	Total PP budget	£154,440	Date of most recent PP Review	Sept 2019
Total number of pupils	411	Number of pupils eligible for PP	117 (28.5%)	Date for next internal review of this strategy	Dec 19

2. Current attainment 2018-19

Early Years	Pupil Premium	Pupils not eligible for Pupil premium (National Average)
% of children attaining a Good Level of Development	69% (National 57%)	72%
Key stage 1	Pupil Premium	Pupils not eligible for Pupil premium (National Average)
% of pupils achieving the expected standard in reading, writing and mathematics combined	36% (National 50%)	65%
% of pupils achieving the expected standard in reading	45% (National 62%)	75%
% of pupils achieving the expected standard in writing	36% (National 55%)	69%
% of pupils achieving the expected standard in mathematics	64% (National 62%)	76%
% of year 1 pupils achieving the expected standard in phonics	92% (National 71%)	82%
% of KS1 pupils achieving the expected standard in phonics	73% (National 85%)	91%



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Key Stage 2	Pupil Premium	Pupils not eligible for Pupil premium (National Average)
% of pupils achieving the expected standard in reading, writing and mathematics combined	54% (National 51%)	65%
% of pupils achieving the expected standard in reading	69% (National 62%)	73%
% of pupils achieving the expected standard in writing	85% (National 68%)	79%
% of pupils achieving the expected standard in mathematics	85% (National 67%)	79%
Average scaled score in reading	103.2 (National 101.9)	104.4
Reading Progress	-2.1 (National -0.6)	0.0
Average scaled score in mathematics	105.4 (National 102.5)	105.1
Mathematics Progress	-0.4 (National -0.7)	0.0
3. Barriers to future attainment (for pupils eligible for Pupil Premium)		
In-school barriers		
A.	Low levels of speech, language and communication skills on entry to reception	
B.	Low levels of vocabulary across school	
C.	Gap between pupil premium and all pupils at expected and higher standard	
External barriers		
D.	Maintain good attendance and punctuality	
E.	Many pupils lack 'life experiences'	



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4. Desired outcomes (specific outcomes and how they will be measured)		Success criteria
A.	The proportion of pupils achieving ELG in communication and language is at least in line with Bolton and National.	All pupils who are in receipt of SALT intervention make accelerated progress by the end of reception from their starting point. Staff have a shared common knowledge of how to promote speaking and listening tailored to pupils' individual needs. Staff have the skills and expertise to identify SLCN concerns and address these through high quality intervention.
B.	Teaching of vocabulary is embedded in all aspects of the curriculum.	A written vocabulary policy for the whole school. Clear vocabulary teaching evident in planning and observations – formal and informal. Evidence of pupils using a greater range of vocabulary, both in spoken and written work. Pupils able to talk about the vocabulary they have been taught, and can use this correctly in context. Reading outcomes have increased within the 2a and 2d content domains as evidenced within NFER analysis / SAT analysis.
C.	The attainment gap between all pupils and pupil premium is diminished at both expected standard and higher standard.	Attainment of disadvantaged pupils will be at least in line with the attainment of their peers at the end of KS2. Increased % of disadvantaged pupils working at ARE in all year groups in Reading, Writing and Maths. % of disadvantaged pupils achieving at least the expected standard in Reading, Writing and Maths combined as well as separate subjects is in line with all pupils by the end of KS2.
D.	School attendance continues to be in line with National averages by July 2020.	Reduce the number of persistent late and absentee pupils to be below 4%. Overall pupil premium attendance continues to be in line with all pupils.
E.	Pupils' have access to a wide range of 'life experiences' to enrich pupils' learning.	Learning enriched by providing pupils with a deeper understanding of the wider curriculum.



5. Planned expenditure					
Academic year		2019-20			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will this be implemented?
A: The proportion of pupils achieving ELG in communication and language is at least in line with Bolton and National.	Plan and deliver rich language opportunities/ experiences through EYFS to further promote language acquisition	EEF Early years toolkit suggest that studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Ensuring staff have a thorough understanding of how young pupils acquire language.	Joint PPA and through the development of peer coaching within the Early Years provision in order to share good practice.	JK LH AQ EC KB	September 2019 - July 2020
	Plan an environment rich in signs, symbols, notices, words, rhymes, music and songs that take into account pupils' different interest, understanding, home backgrounds and culture.		Learning walk will be carried out to ensure the provision is well planned in terms of developing pupils' print awareness, vocabulary and language development.	JK LH	Sept 19 Nov 19 Jan 20 Mar 20 May 20
	Training for staff linked to developing communication and language (The early communication and language journey, Language through Listening and communication strategies and use of visual supports).		Courses selected from Local authority linked to the identified outcome. Teaching staff to feedback course detail / information to SLT and to staff within the provision in order to improve practice.	SLT	September 2019 - July 2020



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<p>B: Teaching of vocabulary is embedded in all aspects of the curriculum.</p>	<p>Staff to gain a deeper understanding of how to teach vocabulary. Write a whole school policy detailing how vocabulary is taught at SSSJ. Vocabulary development within 1 to 1 reading programme across school.</p>	<p>Vocabulary is the heart of the curriculum defined through key concepts, knowledge and skills. Robust teaching for vocabulary acquisition is an integral part of pupils' oracy, reading and writing development. As pupils develop a broad and deep vocabulary, their confidence and independence in learning within and across subjects will increase.</p> <p>There is clear and consistent evidence about the importance of vocabulary development. In addition, a range of studies highlight the extent to which there can be a vocabulary gap between children from disadvantaged families and their peers. (Huttenlocher, 2010 and Gilkerson, 2018).</p>	<p>Professional development meetings with a focus on strategies to teach vocabulary development, including. Vocabulary training with MAT</p> <p>Subject leaders to monitor the impact of the PD meetings through pupil tracking, pupil interviews and book scrutinies.</p>	<p>KJ LMc LH</p>	<p>Nov 19 Jan 19</p> <p>In line with 'Looking for Learning weeks' subject leader monitoring overview.</p>
	<p>Develop the sharing of good practice across school linked to the teaching of vocabulary through an open door policy.</p>		<p>Opportunities for all staff to observe the teaching of and development of vocabulary both within English and across the curriculum.</p>	<p>All staff</p>	<p>September 2019- July 2020</p>
<p>C: The attainment gap between all pupils and pupil premium is diminished at both expected standard and higher standard.</p>	<p>Developing the effectiveness of Teaching assistants.</p>	<p>EEF guidance report has suggested 7 recommendations linked to making effective use of teaching assistants under everyday classroom conditions, in delivering structured interventions out of class and integrating learning from work led by teachers and TAs.</p>	<p>TA training with AFA coach- Scaffolding learning, The importance of independence, questioning and effective modelling. TA timetable to be adapted to meet the needs of identified pupils linked to the expertise of the TAs.</p>	<p>KJ AFA coac h TM</p>	<p>September 2019 – July 2020</p>
	<p>Additional teacher in KS2 to support extended writing.</p>	<p>To target identified pupils who are not making expected progress in Writing through one to one conferencing linked to gap analysis.</p>	<p>Gap analysis is used effectively to identify learning targets that individual pupils need to address and to address these at the point of teaching. Subject leaders to monitor the impact of the additional teacher through pupil tracking, pupil interviews and book scrutinies.</p>	<p>KS2 staff LMc LH</p>	<p>September 2019 – July 2020 In line with 'Looking for Learning weeks' subject leader monitoring overview.</p>



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	Reducing class sizes to 20 in year 6 in English, maths, extended writing and SPAG.	EEF toolkit suggests that reducing class size appears to result in around three months' additional progress for pupils, on average.	Group across Year 6 are fluid and based on the needs of individual pupils. As a result of close scrutiny of pupil tracking, pupils are placed within the appropriate group in order to enhance their learning further.	KS LMc DH	In line with the assessment calendar and regular feedback from marking.
Total budgeted cost					£23,193



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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will this be implemented?
A: The proportion of pupils achieving ELG in communication and language is at least in line with Bolton and National.	Screening of pupils in reception by a Speechwise therapist.	EEF Toolkit suggest that Early Years Interventions have a positive impact, delivering an average of around five additional months' progress.	Ensure that Therapist and TA is given a distraction free area at the designated times to deliver the interventions. Monitor the effectiveness of the interventions.	ED LH JK	September 2019 – July 2020
	Reception Narrative Intervention for ½ day week with qualified therapist with identified pupils plus follow up intervention by bilingual TA.	Reception Narrative is a well-known highly structured programme to improve understanding of language; to improve expressive language; to improve attention and listening skills. It also has a knock on effect for pupils' literacy skills.	Provide opportunities for TAs across the provision to observe the SALT therapist and then implement practice within targeted intervention groups. Subject leaders/SENco to monitor communication and language progress and attainment data through pupil tracking, pupil interviews and observation.	ED LH JK	
	Use Wellcomm toolkit across nursery to identify gaps in pupils' language development and plan opportunities to address.	WellComm is a toolkit designed to help early years settings identify children from six months to six years old who might be experiencing delays with speech and language. It can then help put immediate interventions into place, while waiting for a more formal assessment.			
B: Teaching of vocabulary is embedded in all aspects of the curriculum.	Language and Communication interventions for identified group of pupils (Including Reception Narrative in Year 1 and Time to Talk in year 2, socially speaking/ Lego based therapy in year 3).	Some pupils need targeted support to help with their speech, language and communication skills. Programmes have been chosen from local authority and speech and language therapy recommendations based on the needs of the pupils within the groups.	Organise timetable to ensure staff delivering the intervention have sufficient preparation and delivery time. Close liaison between TA delivering programme and speech and language therapist. Close monitoring of the impact of the intervention on speech, language and communication skills.	ED	September 2019 – July 2020
	1 to 1 follow up speech and language programmes.	Programmes have been designed by the speech and language therapist supporting the pupil.			



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	Pre teaching of vocabulary linked to IPC units.	There is clear and consistent evidence about the importance of vocabulary development. In addition, a range of studies highlight the extent to which there can be a vocabulary gap between children from disadvantaged families and their peers. (Huttenlocher, 2010 and Gilkerson, 2018).			
C: The attainment gap between all pupils and pupil premium is diminished at both expected standard and higher standard.	Intervention programmes tailored specifically for identified learners and groups of learners by both teachers/ TAs. Effectively deploy TAs across school to impact on pupil attainment.	EEF guidance report has suggested 7 recommendations linked to making effective use of teaching assistants under everyday classroom conditions, in delivering structured interventions out of class and integrating learning from work led by teachers and TAs.	Dedicated times identified on TA timetable for intervention linked to TA expertise. Pupils requiring intervention to be identified through analysis of attainment and progress data in line with the assessment calendar. Clear rationale identified for why each individual pupil is receiving an intervention.	LH LMC KJ ED	In line with assessment calendar.
	Further develop 1 to 1 reading programme across school.	To increase the amount of times pupils are reading to an adult. EEF toolkit suggests that one to one tuition delivers an additional five months progress.	Dedicated times identified on TA timetable for one to one reading across school. All staff are following the reading policy.	LMC LH KJ	September 2019 – July 2020
	Continue 1 to 1 Learning Review meetings between teacher and child four times a year (Year 1-6)	To improve pupils engagement in their learning and pupils to know their next steps in learning. Most pupils are able to discuss what they need to do in order to improve their own learning. EEF Toolkits identifies effective feedback as having very high effects on learning.	Designated time given to teaching staff to meet with individual pupils. SEND/PP files monitored by SENCo and individual feedback given to staff. Pupil interviews carried out linked to learning review process.	All staff	In line with assessment calendar.
Total budgeted cost					£112,108



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iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will this be implemented?
A: The proportion of pupils achieving ELG in communication and language is at least in line with Bolton and National.	Parent workshops to develop understanding of language development and how parents can support at home.	Parental feedback from previous workshops have been positive and parents comment on how they can further support their child at home.	Leader to attend Communication Champions briefing. Release staff to plan and deliver parenting workshops. Provide opportunities for parents to provide feedback.	JK SA LH CT	September 2019 – July 2020
D: School attendance continues to be in line with National averages by July 2020.	Employ a pastoral support worker to monitor pupils' attendance, follow up quickly on absences and provided additional family/ pupil intervention when required.	Poor attendance can affect the progress the pupils are making. NFER briefing for school leaders identifies addressing attendance as a key step.	Guidance which details key expectations linked to attendance and punctuality will be shared with all stakeholders and displayed on the school website.	KJ PC	September 2019 – July 2020
	Free places at Breakfast club to target identified pupils and improve attendance and/or punctuality.		PP lead, pastoral support worker and SLT will collaborate to ensure that school processes work smoothly together and concerns are followed up promptly.		
E: Pupils' have access to a wide range of 'life experiences' to enrich pupils' learning.	Ensure that all key stages plan trips and visitors to school to extend learning across the curriculum. Build effective partnerships with local businesses to further develop the wider experiences.	EEF toolkit suggests that enriching education has intrinsic benefits. They think all children including those from disadvantaged backgrounds deserve a well-rounded culturally rich education. The DFE states: Giving young people the opportunity to try new things and develop new skills can be hugely beneficial. It can help children to grow in confidence, expand their understanding of the world around them, or introduce a hobby or passion that could last for years to come.	Draft a curriculum passport detailing the experiences each class / year group will receive linked to learning across the curriculum. IPC units to be detailed on long term planning showing parent learning opportunities and trips or visitors to school. Overview of experiences will be monitored through pupil voice.	All staff JA CT	January 2020 – April 2020
	Subsidise Year 5 residential trip to increase attendance.				
	To give all pupils the opportunity to learn how to play a musical instrument. To provide all pupils with enrichment activities which are in addition to core subjects.	EEF toolkit suggests that outdoor learning interventions consistently show positive benefits on academic learning.			
Total budgeted cost					£19,139



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1. Review of Outcomes 2019-20

Intended Outcome	Review of impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).
<p>A: 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>



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B: Teaching of vocabulary is embedded in all aspects of the curriculum.

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.

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.

Teacher observations showed that teaching staff were effectively using the strategies introduced within the training.

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.

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.



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<p>C: 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>D: 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>



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E: Pupils' have access to a wide range of 'life experiences' to enrich pupils' learning

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.

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.

The year 5 residential trip was unable to take place due to Covid 19 restrictions.

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.