

# SS Simon and Jude CE Primary School ~ Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	SS Simon and Jude CE Primary School
Number of pupils in school	Rec to Year 6: 533
Proportion (%) of pupil premium eligible pupils	31.7%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2020-21 2021-22 2022-23
Date this statement was published	30.11.22
Date on which it will be reviewed	01.12.23
Statement authorised by	Miss Katie Jones: Principal
Pupil premium lead	Miss Elaine Davies
Governor / Trustee lead	Mrs Alex Johnson: Chair of Local Advisory Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234 758
Recovery premium funding allocation this academic year	£24 578
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£259 336

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to provide an education system where every child can thrive, regardless of their background or the challenges they face and make good progress from their starting points across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils which can prevent pupils from flourishing, such as those pupils who have a social worker; pupils who are new to the country and pupils who speak little or no English. The intended outcomes that have been identified also aim to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our support as it is proven that highly effective teaching raises pupils' outcomes. This is a factor that we can control thus impacting on closing the disadvantage gap and at the same time benefitting all pupils. We also aim to support pupils' health and well-being in order to ensure the conditions for learning are as such that all pupils can access learning effectively.

Our strategy is integral to wider school plans for education recovery, including within our targeted support through the National Tutoring Programme for all pupils whose education has been impacted the most.

Our approach will be responsive to common challenges and individual needs, rooted in rigorous diagnostic assessment, rather than assumptions about the impact of disadvantage. The approaches adopted will become embedded in our policy and practice to enable pupils to excel.

To ensure these approaches are effective we will:

- ✚ adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ✚ ensure teaching and learning opportunities meet the needs of all pupils, intervening when and where appropriate.
- ✚ ensure all pupils' needs, in terms of learning and wellbeing, are assessed and addressed appropriately in a timely manner.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils and staff indicate underdeveloped levels of vocabulary and oral language skills. This is evident throughout school and is more prevalent among disadvantaged and vulnerable pupils.
2	Assessments, observations and discussions with pupils and staff suggest disadvantaged pupils and vulnerable pupils have greater difficulty with phonics than their peers. This negatively impacts their development as readers and writers.
3	Due to the expansion of the school, there is an increasing number of pupils with limited or no English which impacts on their access to the wider curriculum.

4	Rigorous diagnostic assessments, observations and discussions indicate knowledge gaps in learning as a result of school closures leading to pupils falling further behind age related expectations. This is more prevalent among disadvantaged and vulnerable pupils.
5	Observations and discussions with pupils indicate underdeveloped levels of vocabulary and oral language skills slows down the progress pupils make socially, thus impacting on their wellbeing. This is particular evident for pupils who are new to English and disadvantaged.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved levels of vocabulary and oral language skills among disadvantaged and vulnerable pupils.	Assessments and observations indicate significantly improved vocabulary and oral language. This is evident when triangulated with other sources of evidence: pupil interviews, monitoring of books, learning walks and ongoing formative assessment.
Improved % of pupils applying their phonic knowledge to read fluently at an age-appropriate level.	DFE validated Systematic Synthetic Phonics (SSP) scheme is embedded within school, resulting in the vast majority of pupils reading fluently at an age-appropriate level by the end of 2022/23.
Improved language acquisition for pupils new to English.	Pupils make significant progress from their starting points in their proficiency of the English language as evidenced within their EAL pre and post assessments.
Knowledge gaps in learning are effectively addressed resulting in pupils knowing more and remembering more.	The difference between disadvantaged pupils and non-disadvantaged pupils at the end of each key stage has reduced to below 10%.
To achieve and sustain improved wellbeing for all pupils, particularly during social times.	Sustained high levels of wellbeing demonstrated by: qualitative data from pupil voice and parent voice; observations; increase in participation of targeted pupils in wider curriculum activities.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Elklan communication friendly school training to improve language, vocabulary and oral communication skills across the school curriculum.</p> <p>Training for staff linked to the teaching of vocabulary including the use of a range of strategies.</p> <p>Training for staff linked to the development of writing and application of language and vocabulary.</p>	<p>There is a strong evidence base that suggests oral language intervention, including dialogic activities such as high quality classroom discussions, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>'The Bercow review of services for children and young people' stated that early identification and intervention are essential. One of the recommendations from this report was 'skilling the wider workforce to identify need'. Elklan 'Speech and language support' trains practitioners to identify the needs of the pupil and gives them practical strategies to enable them to support pupils more effectively. To achieve accreditation, learners complete a portfolio of evidence which demonstrates use of activities and strategies explored during the course. This encourages practical application leading to change in practice.</p>	<p>1,3,5</p>
<p>Continue to implement Read Write Inc. Phonics, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils, resulting in pupils reading fluently.</p> <p>Provide high quality CPD for staff through coaching, mentoring and modelling through assigned reading leader and RWI development consultant.</p> <p>Training for staff linked to the teaching of reading comprehension including the use of a range of strategies.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction: <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>

<p>Implement the new Learning in Action reviews to promote professional collaboration between colleagues and provide bespoke CPD based on own needs.</p> <p>Staff to self-evaluate own practice to identify and address barriers to pupil progress.</p> <p>Release time for teachers and Senior leaders will be funded (pre/during/post release time).</p>		4
<p>Purchase of standardised diagnostic assessments and gap analysis (MARK assessment tool) and Shine intervention tool.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly linked to the new Pupil Data Reviews.</p> <p>Implement the new Pupil Data Reviews which provide a regular timetabled forum for analysis and discussion linked to the factors that have supported pupil progress as well as identifying actions to overcome any barriers to learning.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	4
<p>Embedding whole school approach to co-operative learning structures in order to develop a consistent approach to classroom dialogue.</p> <p>Kagan subject leaders to attend hub meetings across the Trust. Training to be disseminated to staff.</p>	<p>There is evidence to suggest that collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment: <a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3,5
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Assigned staff member to attend Mental Health First Aid training and disseminate to staff.</p> <p>Continue to complete PASS (Pupils' attitudes to self and school) survey for KS2 in order to provide timely pastoral support for pupils in need.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peer):<a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	4,5
<p>Implement revised learning review meetings with each pupil.</p> <p>We will fund teacher release time in order to meet individually with pupils regularly</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. There is evidence to suggest that feedback involving metacognitive and self-regulatory</p>	4

to review their learning. This is for pupils to receive clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils: <a href="#">Feedback   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to purchase Flash Academy, a programme to improve English language acquisition for pupils new to English.	Proficiency in English is the major factor influencing the educational achievement and the degree of support a pupil using EAL will require. Pupils (starting in Reception) who progressed more quickly to Early Acquisition and Developing Competence on average had higher Key Stage 2 English attainment. In fact, pupils who made each transition tended to have higher KS2 English attainment than those who did not make the same transition. Even six years after starting Reception as New to English (entry level Proficiency in English), two-thirds of pupils still have not transitioned to Competent or Fluent which means that they have not gained the academic linguistic proficiency to fully access the curriculum and achieve their potential. (Bell Foundation)	1,3,4,5
Purchase SATS companion for Year 5 and Year 6 pupils to provide targeted support to pupils to impact on learning within the classroom.	SATS Companion helps schools provide greater depth and pupil intervention. It provides targeted activities and gap analysis. It raises SATS attainment and reduced teacher workload. It can also boost engagement and pupil confidence.	4
To provided targeted speech and language therapy programmes for identified pupils throughout school both within small groups and on a one to one. These are to include:  Employing a speech and language therapist to support identified pupils in Reception. Along with additional sessions with school-based TA.  Delivering NHS devised programmes on a one to one.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>  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: <a href="#">Communication and language approached  </a>	1,3,5

<p>Targeted social skills interventions where needed.</p> <p>WELLCOMM assessments and follow up interventions in Nursery.</p> <p>Purchasing small group language and communication interventions delivered by Ladywood Outreach Service</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Early-Years-Toolkit">EEF Early Years Toolkit (educationendowmentfoundation.org.uk)</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peer): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	
<p>Additional phonics sessions/ fast track tutoring targeted at disadvantaged and vulnerable pupils throughout school who require further phonics support.</p> <p>Implement Fresh Start programme with targeted pupils in year 5 and year 6.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://www.educationendowmentfoundation.org.uk/Phonics-Toolkit-Strand-Education-Endowment-Foundation-EEF">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Engaging with the National Tutoring Programme to provide one to one/small group tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who received tutoring will be disadvantaged or vulnerable, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind, both one to one: <a href="https://www.educationendowmentfoundation.org.uk/One-to-one-tuition-EEF">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/Small-group-tuition-Toolkit-Strand-Education-Endowment-Foundation-EEF">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Continue to implement iThrive mentoring to support pupils who have difficulty accessing learning through emotional issues, using the Thrive approach to support the management of their own behaviour.</p>	<p>Social and emotional interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning: <a href="https://www.educationendowmentfoundation.org.uk/Social-and-emotional-learning-EEF">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Targeted interventions following diagnostic assessments and gap analysis.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that receive the correct additional support through interventions or teacher instruction: <a href="https://www.educationendowmentfoundation.org.uk/Standardised-tests-Assessing-and-Monitoring-Pupil-Progress-Education-Endowment-Foundation-EEF">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>The evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. High- quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. <a href="https://www.educationendowmentfoundation.org.uk/The-EEF-guide-to-supporting-school-planning-A-tiered-approach-to-2020-21.pdf">The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf (educationendowmentfoundation.org.uk)</a></p>	4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of social skills at playtimes	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peer): <a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	5
Enhancing wider opportunities throughout school	EEF toolkit suggests that enriching education has intrinsic benefits. They think all pupils 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.	5
Host parental workshops to pupils learning at home i.e. phonics, reading	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	2
Host Early Years workshops linked to each area of learning: PSED, PD, Literacy, Maths, Communication and Language.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>  Parental engagement in early years education is consistently associated with children's subsequent academic success. <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-early-years-toolkit">Parental engagement   EEF Early Years Toolkit (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5
Host showcase learning events where parents attend school to discuss	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate	1,2,3,4,5

<p>pupils' learning. Pupils to lead discussions with parents.</p>	<p>some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.  <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Attendance officer / pastoral support worker to analyse attendance of different vulnerable groups. Embedding principles of good practice set out in DFE's Improving School Attendance. Attendance officer to follow school policy, contacting parents with first day phone calls etc.</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

**Total budgeted cost: £260 000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

*We have analysed the performance of disadvantaged pupils during the academic year 2021/2022, using Key Stage 1 and 2 performance data, phonics results, multiplication check results and the school's own attainment data.*

*Schools are not required to publish the 2022 results as the DFE is not publishing the data linked to performance measures. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only and DFE plans to publish KS2 school performance data for 2023.*

*DFE has shared our school 2022 performance data with us to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID19 had a significant impact on the education system and this disruption affected schools and pupils differently and because of this it is more difficult to interpret why their results are as they are using the data alone.*

*To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at national and regional level. However, these comparisons are to be considered with caution given the caveats stated above.*

*Linked to contextual data, at least 95.6% of pupils live in the top 30% most deprived areas nationally. This is not reflected in the % of pupils in receipt of PPG due to the school expansion and many parents not being eligible for PPG whilst awaiting status within the UK. Therefore, the analysis needs to include all pupils.*

*Data from tests and assessments suggest that approaches to boost outcomes for pupils need further time to embed in order to impact on attainment.*

*Attendance in 2021/2022 was 93.9% for disadvantaged pupils which is in line with whole school attendance. This is a dip from pre pandemic levels. Attendance recording and reporting is managed well by the Pupil Welfare manager. Clear systems and procedures are followed consistently resulting in all stakeholders being aware of attendance expectations.*

*These results mean we are on course to meet the outcomes we set out to achieve by 2022/23, as stated in the intended outcomes section above. We have reviewed our strategy plan and made adaptations as to how we intend to spend the budget this academic year.*

## Further information (optional)

*Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. That will include:*

- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on further developing on building life skills such as confidence, resilience, and social skills. Disadvantaged pupils will be encouraged and supported to participate.*
- Offering a breakfast club before school in order to ensure disadvantaged pupils are ready for learning.*
- Pupils are empowered to take on positions of responsibility and make a positive contribution to the leadership of the school i.e. school ambassadors, worship committee, school council including eco committee.*
- Utilising the DFE grant to train a mental health lead.*