



# St Jude's Church of England Primary School

## Pupil Premium Spending Strategy for the financial year 2020 – 2021

- 50 pupils currently receive the pupil premium funding = £67250
- This plan will be reviewed in April 2021 in line with the new funding allocation.

### Key priorities post COVID for our pupil premium children:

- ✓ Further develop writing skills
- ✓ Improve letter formation
- ✓ Continue to inspire a love for reading
- ✓ Continue to support the health and wellbeing of our children
- ✓ Ensure that outdoor learning opportunities are fully utilised
- ✓ Continue high quality speech and language

Year Group Jan 2020	Pupil Premium & Ever6	£ @ £1,345 per child
Reception	2	2690
Year 1	4	5380
Year 2	4	5380
Year 3	8	10760
Year 4	11	14795
Year 5	10	13450
Year 6	11	14795
<b>Total</b>	<b>50</b>	<b>67250</b>

Objectives and desired outcomes	Strategies and interventions Including:	Rational and Evidence Base - Taken from Education Endowment Fund Research Base.	Time frame, monitoring and how impact will be measured.	Staff involved.	Cost.
<p><b>Developing writing skills:</b> At least 90% of pupil premium children will reach at least age related expectations by the end of the year in writing.</p>	<ul style="list-style-type: none"> <li>➤ Quality teaching for all</li> <li>➤ Targeted intervention</li> <li>➤ Whole school strategy</li> </ul>	<p><i>"Talk for writing has a positive impact on pupils' writing skills".</i></p>	<p>Quality First Teaching throughout the year.</p> <p>Termly interventions</p> <p>CT and TA appraisal and lesson observations</p>	<p>SLT SENDCO English Leader Class teachers Support teacher HLTA TA's Dyslexia trained TA</p>	<p>Staff costs:</p> <p>Dyslexia support 10 X hours per week £7000</p> <p>Fine motor skills 2 X hours per week £1400</p>

	<p>Pupil premium children who require focussed writing support will receive quality first teaching in class.</p> <p><b>Interventions to support with writing:</b>  Year 1: 1 X weekly dyslexia support  Year 1: 2 X weekly fine motor skills support led by TA  Year 4: 2 X weekly handwriting group and dyslexia group led by TA  Year 5: 1 X weekly handwriting group led by TA  Year 5 and 6: 1 X weekly dyslexia support led by CT / TA  Key Stage 2 pre teaching vocabulary group led by support CT</p> <p>Pupil premium in KS 2 will receive writing support in class teaching time when required.</p> <p>Year 6 weekly booster sessions led by 2 X SLT from January 2021 – May 2021.</p>		<p>Termly moderation activities to check progress</p> <p>Termly PPM</p> <p>Half termly assessments</p> <p>PAC committee</p>		<p>Little Listeners SALT group 1 X week £3400</p> <p>Support CT teaching 3 X hours per week £4500</p> <p>Booster support and resources for yr 6 £2000</p> <p>Writing resources £1000</p>
<p><b>Maths Mastery:</b>  Maths mastery strategies continue to be well embedded to ensure that at least 90% of pupil premium children reach at least age related expectations by the end of the year.</p>	<p>Continue to embed maths mastery strategies, including:</p> <ul style="list-style-type: none"> <li>• use of manipulatives</li> <li>• problem solving</li> <li>• rich emersion into mathematical language and knowledge</li> <li>• bespoke maths interventions will be planned as part of the pupil progress meeting cycle.</li> </ul> <p>Pupil Premium children who require focussed maths support will receive quality first teaching in class.</p>	<p>Moderate impact + 5 months</p> <p><i>“Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for</i></p>	<p>Quality First Teaching throughout the year.</p> <p>Termly interventions</p> <p>CT and TA appraisal and lesson observations</p>	<p>SLT  SENDCO  Maths Specialist  Class teachers  Support teacher  HLTA  TA’s</p>	<p>Staff costs:  DHT Yr 6 daily support  £10000</p>

	<p><b>Interventions to support with maths:</b> Year 6: Daily maths intervention for year 6 throughout the year led by 2 X SLT</p> <p>Year 6 weekly booster sessions led by 1 X SLT will run from January 2021– May 2021. Resources to be used will include White Rose maths planning, DFE closing the gap resources and manipulatives.</p> <p>Maths homework packs sent home to target PP children.</p>	<p><i>supporting each other's progress."</i></p>	<p>Termly moderation activities to check progress</p> <p>Termly PPM</p> <p>Half termly assessments</p> <p>PAC committee</p>		<p>Booster support and resources for yr 6 £2000</p>
<p><b>Love for Reading:</b> Pupil premium children continue to make excellent progress through love of reading and 90% reach at age related expectations by the end of the year.</p>	<p>Pupils will be taught a range of techniques which enable them to comprehend the meaning of what they read. These will include:</p> <ul style="list-style-type: none"> <li>• inferring meaning from context; summarising or identifying key points</li> <li>• using graphic or semantic organisers</li> <li>• developing questioning strategies</li> <li>• monitoring their own comprehension and identifying difficulties themselves</li> <li>• further developing reading roles - with a vocabulary focus</li> <li>• developing exceptional class libraries to hook all children into reading</li> <li>• Termly author visits.</li> </ul> <p>Pupil premium children who require focussed reading support will receive quality first teaching.</p> <p><b>Interventions to support with reading:</b></p> <ul style="list-style-type: none"> <li>✓ Yr. 1, 2, 3 and 5 1 X weekly targeted reading support including reading comprehension support, led by 4 X TAs.</li> <li>✓ Yr. 5 daily readers in hall at the start of the day - led by support CT.</li> </ul>	<p>Moderate impact + 6 months</p> <p><i>"On average, reading comprehension approaches deliver an additional six months' progress."</i></p>	<p>Quality First Teaching throughout the year.</p> <p>Termly interventions</p> <p>CT and TA appraisal and lesson observations</p> <p>Termly moderation activities to check progress</p> <p>Termly PPM</p> <p>Half termly assessments</p> <p>PAC committee</p>	<p>Class teacher</p> <p>Support and interventions teacher</p> <p>HLTA leading on interventions</p> <p>Monitoring: HT and DHT, termly pupil progress meetings.</p> <p>English Leader</p> <p>Dyslexia trained TA</p>	<p>Staff costs:</p> <p>TA reading support 4 x hours per week £3000</p> <p>Support CT daily reading support £2800</p> <p>Booster support and resources for yr 6 £2000</p>

	<ul style="list-style-type: none"> <li>✓ Year 6 weekly booster sessions led by 2 X SLT from January 2021 – May 2021.</li> </ul>				
<p><b>Focus on Phonics:</b> Year 1 phonics check results remain above national and Lambeth averages.</p> <p>For phonics teaching to continue to be systematic and well planned throughout the early years and key stage 1.</p> <p>Children in key stage 2 receive phonics interventions if required. (including EAL and newly arrived children)</p>	<p>Whole class teaching and phonics interventions will include:</p> <ul style="list-style-type: none"> <li>• skills of hearing, identifying and using phonemes or sound patterns in English</li> <li>• systematically teaching learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them</li> <li>• an emphasises on the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns</li> </ul> <p><b>Interventions to support with phonics:</b></p> <ul style="list-style-type: none"> <li>✓ daily phonics sessions in year 1</li> <li>✓ targeted catch up year 2 for the delayed phonics check autumn 2</li> <li>✓ targeted focussed phonics support by CT and TA in yr. 1.</li> </ul>	<p>Moderate impact + 4 months</p> <p><i>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress”</i></p>	<p>Quality First Teaching throughout the year.</p> <p>Termly assessments and PPM</p> <p>CT and TA appraisal and lesson observations SLT PAC committee</p>	<p>Classteacher</p> <p>Support and interventions teacher</p> <p>HLTA leading on interventions</p> <p>Monitoring: HT and DHT, termly pupil progress meetings</p>	<p>Staff costs:</p> <p>Yr 1 TA 1 X hour daily support focus group £3400</p> <p>Yr 2 TA 1 X hour daily support focus group £3400</p>
<p><b>SALT Support :</b> All pupil premium children receive bespoke speech and language support if required.</p>	<p>Lego therapy and SALT support will include:</p> <ul style="list-style-type: none"> <li>• targeted reading aloud and book discussion with the children</li> <li>• explicitly extending pupils’ spoken vocabulary</li> <li>• using structured questioning to develop reading comprehension</li> <li>• the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>	<p>Moderate impact + 5 months</p> <p><i>“Studies of oral language interventions consistently show positive impact on learning.”</i></p>	<p>TA appraisal and lesson observations</p> <p>Termly assessments</p> <p>Termly PPM</p>	<p>Classteacher</p> <p>SENDSCO</p> <p>SALT lead</p>	<p>SALT support:</p> <p>5 X 1 hour per week SALT support £3400</p>

	<p>Interventions will be carried out with small groups of children, led by a TA specifically trained in Lego Therapy, Go Grammar and Terrific Talkers.</p> <p><b>Interventions to support with reading:</b></p> <ul style="list-style-type: none"> <li>✓ Year 1 1 X weekly Lego therapy group and 1 X SALT groups</li> <li>✓ Year 2 1 X weekly SALT group</li> <li>✓ Year 3 1 X weekly SALT group</li> <li>✓ Year 5 1 X weekly SALT group</li> </ul>				
<p><b>Marking and feedback and peer tutoring</b></p>	<ul style="list-style-type: none"> <li>• Continued effective use of our marking and feedback policy as part of assessment for learning and quality first teaching.</li> <li>• Peer tutoring/ peer assessment to be part of whole class quality first teaching and interventions – when appropriate.</li> </ul>	<p>High impact + 8 months</p> <p><i>“Feedback studies tend to show very high effects on learning.”</i></p> <p>Moderate impact + 5 months</p> <p><i>Peer tutoring appears to be more effective when the approach supplements or enhances normal teaching, rather than replaces it.”</i></p>	<p>TA appraisal and lesson observations</p> <p>Termly assessments</p> <p>Termly PPM</p> <p>Pupil voice</p>	<p>SLT and Classteachers</p>	<p>Staff training: £500</p>

<p><b>Outdoor Learning:</b> All KS 2 pupil premium children will be included in The Brockwell Greenhouses planting project that takes place on the school site.</p> <p>All pupil premium children in year 2 will be targeted to participate in the Windmill Cluster Outdoor Learning Project.</p>	<ul style="list-style-type: none"> <li>• These projects include collaborative learning experiences, a high level of physical and emotional challenge, practical problem solving, explicit reflection and discussion.</li> <li>• Brockwell Greenhouses planning project for all children each class will have 2 afternoon outdoor learning sessions</li> <li>• All year 2 pupil premium children take part in 1 X weekly outdoor learning sessions in Autumn 2020</li> <li>• Educational visits – where applicable offer outdoor learning opportunities for example yr. 6 trip to Fellowship Afloat.</li> </ul>	<p>Moderate impact + 4 months.</p> <p><i>“Overall, studies of adventure learning interventions consistently show positive benefits on academic learning.”</i></p>	<p>TA appraisal and lesson observations</p> <p>Termly assessments</p> <p>Termly PPM</p> <p>Pupil voice</p> <p>Register of participation</p>	<p>PHSE, PE and science leaders, class teachers</p> <p>SLT</p>	<p>Staff training, WC costs and resources: £1000</p> <p>Resources for outdoor learning: £500</p>
<p><b>Sports participation:</b> All pupil premium children will be targeted to be part of sport enrichment activities throughout the year.</p>	<ul style="list-style-type: none"> <li>• Qualified sports coach attends daily lunchtime provision to support in football, cricket, tennis and multi skills.</li> <li>• Pupil premium and sports premium funding supports the health and wellbeing of pupil premium children through additional support in the holidays. (Sports Camps/ KG Doodles Holiday camps)</li> <li>• Pupil premium children are targeted to participate in Windmill Cluster sporting competitions including cricket, football, netball.</li> </ul>	<p>Low impact 2 + months</p> <p><i>“The overall impact of sports participation on academic achievement tends to be positive.”</i></p>	<p>PE leader</p> <p>PE leader subject leader day monitoring activities.</p> <p>Monitoring : SLT</p> <p>Pupil voice</p> <p>Register of participation – improvements in attendance and punctuality</p> <p>Resources and PAC Committee</p>		<p>Pupil Premium subsidy for clubs and enrichment: £5000</p>

<p><b>To support pupil premium children with mental health and wellbeing, through:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Therapeutic support</b></li> <li>✓ <b>Trauma Informed Schools training</b></li> <li>✓ <b>Metacognition and self regulation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task, these could be in class or through nurture groups and SALT support.</li> <li>• Art therapy is available to children as and when required, 1 x weekly talking space during lunch times. Children are referred by the SENDCO or CT.</li> <li>• Mental health first aider is trained, delivers support to staff and children.</li> </ul> <p><b>Interventions to support mental health and wellbeing include :</b></p> <p>Yr 2 X 1 weekly nurture group, theraplay, attachment play and zones of regulation  Yr 3 X 1 weekly nurture group  Yr 4 X 1 weekly nurture group  Yr 5 X 1 weekly nurture group</p>		<p>Art therapist reports</p> <p>Behaviour logs</p> <p>Pupil voice</p> <p>MHF reports</p>	<p>SENDCO support and training  4 X hour weekly  £8000</p> <p>4 X 1 hour weekly SENDCO and TA weekly nurture group support  £3000</p>
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## Pupil Premium Impact Statement

### **Target: Developing writing skills:**

At least 90% of pupil premium children will reach at least age related expectations by the end of the year in writing.

*Impact: Due to the impact of lockdown, this ambitious target was not met although internal data shows Pupil Premium children's progress in Writing. Writing lessons did take place virtually but Writing proved to be one of the more challenging areas to deliver online. Writing attainment requires continued focus in the next academic year as a continuing result of the pandemic.*

#### *Next Steps:*

- *Ensure Writing is prioritized for PP children in next year's SDP*
- *Develop Writing opportunities across the curriculum*
- *Further embed Talk For Writing*
- *Develop approaches for the systematic teaching of vocabulary across the curriculum with a focus on PP children*
- *Bespoke Writing interventions/booster lessons as required for PP children*

### **Target: Maths Mastery:**

Maths mastery strategies continue to be well embedded to ensure that at least 90% of pupil premium children reach at least age related expectations by the end of the year.

*Impact: Due to the impact of lockdown, this ambitious target was not met. PP children did make progress in Maths as evidenced from internal data.*

#### *Next Steps:*

- *Further embed Maths Mastery strategies with a focus on PP children who require additional support*
- *CPD for staff on Quality First Teaching*
- *Bespoke interventions where appropriate*

### **Target: Love for Reading:**

Pupil premium children continue to make excellent progress through love of reading and 90% reach at age related expectations by the end of the year.

*Impact: Pupil Premium made progress in Reading as shown by the school's internal data*

#### *Next Steps:*

- *Continue to develop Reading and Comprehension strategies in Whole Class Teaching*
- *CPD*
- *Bespoke interventions where necessary*

### **Target: Focus on Phonics:**

Year 1 phonics check results remain above national and Lambeth averages.

For phonics teaching to continue to be systematic and well planned throughout the early years and key stage 1.

Children in key stage 2 receive phonics interventions if required.

(including EAL and newly arrived children)

*Impact: Phonics provision for PP children a strength of the school for PP children and progress shown by internal data.*



*Next Steps:*

- *Purchase a DfE accredited Systematic Synthetic Phonics programme, fully-resourced and with CPD for staff*
- *Purchase an appropriate Systematic, Synthetic Phonics programme for KS2, fully-resourced and with CPD for staff*

**Target: SALT Support**

All pupil premium children receive bespoke speech and language support if required.

*Impact: Increase in expressive vocabulary noted through internal monitoring. Teachers have developed strategies to use in class*

*Next Steps:*

- *Maintain provision in next academic year*

**Target: Marking and feedback and peer tutoring**

*Impact: Feedback prioritized during lockdown and having impact on attainment and progress as shown in internal data.*

*Next Steps:*

- *Maintain a focus on this area*

**Target: Outdoor Learning:**

All KS 2 pupil premium children will be included in The Brockwell Greenhouses planting project that takes place on the school site.

All pupil premium children in year 2 will be targeted to participate in the Windmill Cluster Outdoor Learning Project.

*Impact: All PP children took part in these experiences.*

**Target: To support pupil premium children with mental health and wellbeing, through:**

- ✓ **Therapeutic support**
- ✓ **Trauma Informed Schools training**

**Metacognition and self regulation**

*Impact: Appropriate provision in place.*

*Next Steps*

- *Maintain these levels of support in the next academic year*