

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Jude's C of E Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	22.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022; 2022-2023; 2023-2024
Date this statement was published	27 <sup>th</sup> October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs G O'Brien
Pupil premium lead	Mr D Dunford - Crozier
Governor	Miss S Fielding

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,525
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,050

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objectives for our disadvantaged children are for them to reach their full potential academically, socially, morally and spiritually, to take develop their skills, abilities and talents an achieve the school's vision of 'life in all its fullness'. We aim to close gaps academically, emotionally and culturally between advantaged and disadvantaged pupils.*

*Our current pupil premium strategy works towards achieving the above objectives by pinpointing gaps that present in our disadvantaged children and providing evidence-informed interventions.*

*The key principles of our strategy are:*

*High expectations for the achievement of all disadvantaged children*

*The belief that gaps can be closed through targeting of resources*

- Planned programmes and interventions must be evidence-based*

## Challenges

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

Challenge number	Detail of challenge
1	Poor levels of attendance for a number of disadvantaged children
2	Limited vocabulary of disadvantaged children
3	Basic skills in Writing and Mathematics below typical expectations
4	Limited exposure to cultural enrichment outside of school
5	Emotional and Mental Health needs for a number of disadvantaged children

## 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
Attendance rates and levels of persistent absence for disadvantaged children will be at least at national levels	<p><i>Effective Attendance Tracking system in place using CPOMS</i></p> <p><i>Updated Attendance Policy</i></p> <p><i>Significant improvement in attendance for targeted disadvantaged pupils</i></p> <p><i>Significant reduction in Persistent Absence among disadvantaged pupils</i></p>
Disadvantaged children will demonstrate increasing levels of vocabulary and growth in number of words	<p><i>Vocabulary strategy in place and being used consistently across the curriculum by all teachers</i></p> <p><i>Curriculum Intent includes key Tier 2 and Tier 3 vocabulary and this is taught consistently well</i></p> <p><i>Book Looks/Work Surveys demonstrate that disadvantaged children are using and applying Tier 2 and Tier 3 vocabulary very well in their work</i></p>
To narrow the attainment gap between disadvantaged and non- disadvantaged in phonics by the end of Year 2. Increase the percentage of disadvantaged children achieving the expected pass mark for the KS1 test- Years 1 and 2 against their peers	<p><i>Disadvantaged children's Phonics outcome exceed those of disadvantaged children nationally</i></p> <p><i>The number of disadvantaged children achieving the Phonics pass mark increases year on year</i></p>
For all disadvantaged pupils to make or exceed nationally expected progress rates in maths through the school	<p><i>Rates of progress for disadvantaged children are exceptionally high across all subjects</i></p>

## 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

Budgeted cost: £19, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Half-Termly checks on each child's progress though check in test- low threat testing</li> <li>• Purchase of Little Wandle Letters and Sounds Phonics scheme</li> <li>• Training of staff on Little Wandle</li> <li>• Purchase, training and implementation of Project Code X Reading Scheme for struggling disadvantaged readers in KS2</li> <li>• X 3 release mornings for English Lead a week after each training session to watch</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><i>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</i></p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</i></p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i></p> <p><i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</i></p>	2, 3

<p>phonics in R, 1 and 2 and to look at impact on pupils and the quality of the teaching of phonics</p> <ul style="list-style-type: none"> <li>School to pay towards School Led small group tutoring with a focus on Disadvantaged pupils' reading</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</i></p> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i></p>	
<ul style="list-style-type: none"> <li>Maths Lead to have dedicated release time weekly – half a day to work with maths leaders in other schools/LA and monitor effectiveness of teaching and attainment across the school</li> <li>Purchase of concrete materials to support the teaching of Mathematics</li> <li>X3 maths CPD sessions led maths lead to embed the understanding of what</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><i>The impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year.</i></p> <p><i>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</i></p> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as</i></p>	3

<p>Mastery looks like through research undertaken by NCETM, work with the Maths Hub and how it impacts in the classroom and the strategies needed to support the teaching and learning.</p> <ul style="list-style-type: none"> <li>• Release for every teacher to go and watch another teacher in their year group teach - time given for peer reflection and discussion</li> <li>• Small group interventions for children struggling with basic number in each year group with a particular focus on Early Mathematics</li> <li>• Termly assessments to be undertaken and validated alongside teacher assessments</li> </ul>	<p><i>having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	
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## Targeted academic support

Budgeted cost: £34, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• One-to-one support for identified children with targeted work overseen by the SENCo</li> <li>• Small group White Rose Maths Interventions by HLTA in Years 5 and 6</li> <li>• Structured Phonics interventions for identified children Project x</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</i></p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i></p> <p><i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i></p>	<p>2, 3</p>

	<p><i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</i></p> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i></p>	
<ul style="list-style-type: none"> <li>• Deployment of 1:1 volunteers to work with children on Reading and Mathematics</li> <li>• Teacher-led 1:1 as part of the School Led Tutoring Grant</li> <li>• Release time for SENCo to co-ordinate this work</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</i></p> <p><i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</i></p> <p><i>Studies undertaken in primary schools tend to show greater impact (+6 months) compared with secondary schools (+4 months).</i></p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</i></p> <p><i>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class</i></p>	2, 3



	<i>teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</i>	
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## Wider strategies

Budgeted cost: £14, 050

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA providing emotional support to identified disadvantaged children	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</i></p> <p><i>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</i></p> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p> <p><i>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</i></p>	5
Half day release time for Attendance	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	1

lead to support improving attendance and use of CPOMS to implement this	<i>You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.</i>	
Subsidised Breakfast and After School Club places to identified disadvantaged children	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <i>You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.</i>	5
Subsidised School Journey places for disadvantaged children	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <i>You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.</i>	4

**Total budgeted cost: £ 67, 050**

## 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 2020 to 2021 academic year.

<b><u>Pupil Premium Impact Statement 2020-2021</u></b>
<p><b>Target: 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>
<p><i>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.</i></p> <p><i>Next Steps:</i></p> <ul style="list-style-type: none"><li>➤ <i>Ensure Writing is prioritized for PP children in next year's SDP</i></li><li>➤ <i>Develop Writing opportunities across the curriculum</i></li><li>➤ <i>Further embed Talk For Writing</i></li><li>➤ <i>Develop approaches for the systematic teaching of vocabulary across the curriculum with a focus on PP children</i></li><li>➤ <i>Bespoke Writing interventions/booster lessons as required for PP children</i></li></ul>
<p><b>Target: 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><i>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.</i></p> <p><i>Next Steps:</i></p> <ul style="list-style-type: none"><li>➤ <i>Further embed Maths Mastery strategies with a focus on PP children who require additional support</i></li><li>➤ <i>CPD for staff on Quality First Teaching</i></li><li>➤ <i>Bespoke interventions where appropriate</i></li></ul>
<p><b>Target: 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><i>Impact: Pupil Premium made progress in Reading as shown by the school's internal data</i></p> <p><i>Next Steps:</i></p> <ul style="list-style-type: none"><li>➤ <i>Continue to develop Reading and Comprehension strategies in Whole Class Teaching</i></li><li>➤ <i>CPD</i></li><li>➤ <i>Bespoke interventions where necessary</i></li></ul>
<p><b>Target: 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>

Children in key stage 2 receive phonics interventions if required. (including EAL and newly arrived children)
<i>Impact: Phonics provision for PP children a strength of the school for PP children and progress shown by internal data.</i> <i>Next Steps:</i> ➤ <i>Purchase a DfE accredited Systematic Synthetic Phonics programme, fully-resourced and with CPD for staff</i> ➤ <i>Purchase an appropriate Systematic, Synthetic Phonics programme for KS2, fully-resourced and with CPD for staff</i>
<b>Target: SALT Support</b> All pupil premium children receive bespoke speech and language support if required.
<i>Impact: Increase in expressive vocabulary noted through internal monitoring. Teachers have developed strategies to use in class</i> <i>Next Steps:</i> ➤ <i>Maintain provision in next academic year</i>
<b>Target: Marking and feedback and peer tutoring</b>
<i>Impact: Feedback prioritized during lockdown and having impact on attainment and progress as shown in internal data.</i> <i>Next Steps:</i> ➤ <i>Maintain a focus on this area</i>
<b>Target: 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.
All pupil premium children in year 2 will be targeted to participate in the Windmill Cluster Outdoor Learning Project.
<i>Impact: All PP children took part in these experiences.</i>
<b>Target: To support pupil premium children with mental health and wellbeing, through:</b> ✓ Therapeutic support ✓ Trauma Informed Schools training
<b>Metacognition and self regulation</b>
<i>Impact: Appropriate provision in place.</i> <i>Next Steps</i> ➤ <i>Maintain these levels of support in the next academic year</i>

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	