



Pupil premium strategy statement – Primary Schools

School overview

Metric	Data
School name	Peasedown St John Primary School
Pupils in school	429
Proportion of disadvantaged pupils	27% (114 pupils)
Pupil premium allocation this academic year	£135,845
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	July 2022
Statement authorised by	Liz Ennew
Pupil premium lead	Jenny Tombs
Governor lead	Sharon Lymposs

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Y2 PP attainment: 41.7% at ARE+ (all Y2 pupils 60.6% at ARE+) Y6 PP attainment: 69.2% at ARE+ (all Y6 pupils 81.4% at ARE+) Y1-Y6 PP attainment: 52.0% at ARE+ (summer, up from 42.5% autumn)
Writing	Y2 PP attainment: 50.0% at ARE+ (all Y2 pupils 56.1% at ARE+) Y6 PP attainment: 53.8% at ARE+ (all Y6 pupils 72.9% at ARE+) Y1-Y6 PP attainment: 41.3% at ARE+ (summer, up from 31.5% autumn)
Maths	Y2 PP attainment: 66.7% at ARE+ (all Y2 pupils 68.2% at ARE+) Y6 PP attainment: 61.5% at ARE+ (all Y6 pupils 74.3% at ARE+) Y1-Y6 PP attainment: 54.0% at ARE+ (summer, up from 50.5% autumn)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading: 65% Writing 55% Maths 55%
Achieving high standard at KS2	Reading 10% Writing 10% Maths 15%

Measure	Activity
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<p>Priority 1: close attainment gap for disadvantaged children in core subjects</p>	<ul style="list-style-type: none"> ● Accurate identification of individuals' needs and barriers, using a raft of assessment and diagnostic tools ● Detailed, bespoke identification of measures to be taken to address needs and barriers ● Close and frequent monitoring of disadvantaged children's progress in core subjects ● Frequent adaptation of plans for disadvantaged children's learning, to ensure maximum responsiveness to children's needs ● Prioritisation for all learning interventions
<p>Priority 2: close 'educational experience' gap for disadvantaged children - i.e. cultural capital, breadth of experience, self-perception as a learner</p>	<ul style="list-style-type: none"> ● Accurate identification of individuals' needs and barriers in terms of educational experience: create a profile for each child - Thrive outcomes, behaviour profile, uptake of clubs/activities, etc. ● Detailed, bespoke identification of measures to be taken to address needs and barriers (e.g. Thrive activities/groups, breakfast club attendance, subsidised music lessons, subsidised educational visits) ● Monitoring and summative review of disadvantaged children's progress in terms of well-being, self-perception and emotional development
<p>Barriers to learning these priorities address</p>	<p>Disadvantaged children in our school face a range and variety of barriers to learning:</p> <ul style="list-style-type: none"> ● attendance lags behind 'all' pupils' attendance: 95% -vs- 97% (lower still for PP pupils with SEND) - June '21 ● 28% of PP children have Special Educational Needs or Disabilities (June '21) ● PP children are over-represented among those issued with red cards (41% of red cards were issued to PP children) ● family tension, breakdown or local conflicts with other families feature significantly in the lives of a number of our disadvantaged children (recorded on CPOMS) ● a significant number of disadvantaged children (not all) come with poor self-regard and self-perception as learners, allied to low aspirations and limited cultural capital - this can compromise any sense of motivation or incentive to learn
<p>Projected spending</p>	<p>£135,845</p>

Teaching priorities for current academic year

(statisticians state 4-8% as an acceptable margin of error for a 95% confidence interval)

Aim	Target	Target date
Progress in Reading	PP children make accelerated progress in reading in all year-groups relative to their peers, closing attainment gap to within 5 percentage points in every year-group	July 2022
Progress in Writing	PP children make accelerated progress in writing in all year-groups relative to their peers, closing attainment gap to within 5 percentage points in every year-group	July 2022

Progress in Mathematics	PP children make accelerated progress in mathematics in all year-groups relative to their peers, closing attainment gap to within 5 percentage points in every year-group	July 2022
Phonics	85% or more of Y1 non-SEND PP pupils attain Phonics Screening Check threshold	June 2022
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1: reading	<ul style="list-style-type: none"> ● Use Accelerated Reader and YARC assessments to identify precisely where PP pupils' reading is weak: phonics, fluency, inference, deduction, etc. ● Set SMART targets for progress, based on fine-tuned assessment ● Quality-first teaching of reading for PP pupils, enabling teacher to spend time with individual PP pupils who need to make faster progress with reading ● Additional opportunities for PP pupils to read daily with an adult ● 1-to-1 or group support with phonics catch-up for children for whom phonics is a barrier to reading ● One-pager states clearly strategies to address identified barriers to progress in reading
Priority 2: writing	<ul style="list-style-type: none"> ● Use regular writing tasks (and formal assessment opportunities) to identify specific barriers to writing: fine motor skills/mechanics of handwriting; limited vocabulary; weak spelling; limited grasp of punctuation/grammar; limited exposure to reading, etc. ● Set SMART targets for progress, based on fine-tuned assessment ● Quality-first teaching of writing for PP pupils, enabling teacher to spend time with individual PP pupils who need to make faster progress with writing ● Additional opportunities for PP pupils to practise the specific writing skills they need to work on ● 1-to-1 or groups support with phonics catch-up for children for whom phonics is a barrier to writing ● implementation of new writing scheme "The Write Stuff" to assist with sentence structure and grammatical accuracy ● increase RWI sessions to 5 a week to allow for "get writing" to take place in year 1
Barriers to learning these priorities address	<p>Many disadvantaged children in our school face a range of barriers in relation to reading and writing, including:</p> <ul style="list-style-type: none"> ● Non-reading households - literacy not fostered/encouraged

	<ul style="list-style-type: none"> ● Lack of resilience: reading and writing require stamina ● Weak vocabulary/spelling/understanding of grammar - can make reading/writing feel onerous or inaccessible ● Teachers can be insufficiently forensic in pinpointing the precise technical deficit that is holding a child back ● Overly 'mechanical' approach to reading/writing can 'kill' the subject for children - they need to be emotionally invested in them
Projected spending	tbc

Wider strategies for current academic year

Measure	Activity
Priority 1: personalised programme of activities targeted at developing improved self-esteem, self-perception as a learner and aspiration	<ul style="list-style-type: none"> ● Use of Thrive assessment to identify areas of comparative weakness in terms of self-perception, confidence and engagement in own education ● Adoption of whole-class 'best-practice' strategies to support disadvantaged children, which will benefit all ● Create intervention programmes in response to the needs identified through individual and group assessment: e.g. Thrive interventions, mentoring, Sporting Family Change sessions, etc. ● Regular monitoring of impact, using like-for-like assessments
Priority 2: access to wider educational experiences	<ul style="list-style-type: none"> ● focus on Forest Schools opportunities for disadvantaged children, to support independence, problem-solving, teamwork and self-confidence, using hands-on outdoor learning ● financial subsidy for the wider range of opportunities offered at the school: <ul style="list-style-type: none"> ○ free attendance on day educational visits ○ 33% reduction in costs for residential visits ○ free music lessons for a limited number of PP pupils ○ free attendance at paid-for extra-curricular clubs
Barriers to learning these priorities address	A number of disadvantaged children in the school have had limited life experiences - e.g. learning experiences in the outdoors, exposure to the arts, etc., which can limit their cultural capital. This sometimes reflects financial constraints, but also can reflect narrower cultural and social horizons.
Projected spending	tbc

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Teachers have many competing priorities, which may obscure the priority of PP children's targets when planning and delivering lessons.	<p>A PP advocate in each year-group will always ask "How are we tailoring this for our PP children?" when planning</p> <p>PP children's targets to be visible and accessible at all times.</p>

	Supply teachers unaware of PP children in a class and their needs	
Targeted support	<p>Timetabling challenges: difficult to schedule individual and group support with limited number of specialist staff</p> <p>Ensuring children do not miss too many non-core subject lessons, which they may enjoy and in which they may do well.</p>	<p>Ensure LSA support is well scheduled, to enable help to be provided at optimal times for pupils.</p> <p>Use pupil need as a guide in pairing up or grouping children in targeted support groups.</p> <p>Consider rotating groups, so that pupils miss different periods each week.</p>
Wider strategies	<p>Ability to release staff with sufficient knowledge and experience of wider strategies and how to use them to maximum impact. This challenge arises particularly through staff illness (e.g. if only one is trained in Forest School techniques)</p> <p>Subsidies are not always clearly allocated against PP funds in budget</p>	<p>Carry out skills audit of support staff and provide CPD for those that can cover for others.</p> <p>Ensure spending is clearly labelled as PP, so that impact evaluation is easier at end of year.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>All pupils to achieve at least national averages in reading, writing and maths in all year-groups:</p> <ul style="list-style-type: none"> ● PP in line with 'all pupils' ● gap between PP and non-PP pupils closed ● access to all learning for PP pupils ● PP pupils to achieve ARE in line with 'all pupils' in Y1 	<p>Y2 PP pupils quite close to 'all pupils' in Writing and Maths, but gap of 19 percentage points in reading.</p> <p>Y6 PP pupils quite substantially behind Y6 'all pupils' in RWM.</p> <p>PP pupils in Years 1, 2, 4 and 6 all exceeded progress rate for 'all pupils' in externally assessed writing: No More Marking Comparative Judgement.</p>
<p>Attendance: match whole-school minimum attendance target of 96%</p>	<p>Attendance for PP children still lagged a little behind 'all pupils' - 95%. This was an improvement on previous years for this group, but not on target. Improved monitoring and review of attendance with the Trust's EWO has been valuable and has led to quicker intervention and support for families where children's attendance is an issue.</p>
<p>Pupils to have similar opportunities/ experiences during their time at primary school to those who do not experience socio-economic disadvantage</p>	<p>Inadvertently this has been achieved in part by 'all pupils' having a far more restricted range of opportunities last year in the first place. PP children are encouraged to undertake paid-for clubs [stat] and 5 PP</p>

	children have been subsidised to undertake music lessons.
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