

# Pupil Premium Strategy Statement 2019-2020



## School overview

Metric	Data
School name	<b>St Thomas of Canterbury Church of England Junior School</b>
Pupils in school	308
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£46,360
Academic year or years covered by statement	2019-2022
Publish date	December 2019
Review date	December 2020
Statement authorised by	The Governing Body
Pupil premium lead	Mrs Joanne Watts (SENCo)
Governor lead	Mr Dean Moran (Headteacher)

## Disadvantaged pupil progress scores for last academic year

Measure	Score
<b>Reading</b>	<b>0.24</b>
<b>Writing</b>	<b>3.99</b>
<b>Maths</b>	<b>-3.77</b>

## Non-Disadvantaged pupil progress scores for last academic year

Measure	Score
<b>Reading</b>	<b>0.2</b>
<b>Writing</b>	<b>1.3</b>
<b>Maths</b>	<b>-1.2</b>

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	67%
National average for non-disadvantaged	71%
Achieving high standard at KS2	11%
National average for non-disadvantaged	13%
Measure	Activity
Priority 1	Children will be working securely within phase 6 of the Letters and Sounds <b>phonics progression</b> document and be able to use and apply their skills when reading. [Booster Group provision]
Priority 2	Essex Educational Psychology Service (EPS) <b>Maths Intervention</b> will be embedded as a whole school approach to improve rates of progress in maths. [Booster Group provision]
Priority 3	Children will be engaging with the <b>Zones of Regulation</b> approach in order to better self-regulate their emotions independently.
Priority 4	<b>Attendance</b> will be in line with national non-disadvantaged pupils at 96.5%.
Barriers to learning these priorities address	Ensuring staff use evidence- based whole class teaching interventions.
Projected spending	£34,827

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	September 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	September 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	September 2021
Phonics	Children will be working securely within phase 6 of the Letters and Sounds document and be able to use and apply their skills when reading.	September 2020
Attendance	Attendance will be in line with National non disadvantaged pupils at 96.5%.	September 2020

## Targeted academic support for current academic year

Measure	Activity
<p><b><u>Priority 1</u></b> Children will be working securely within phase 6 of the Letters and Sounds phonics progression document and be able to use and apply their skills when reading.</p>	<p>To adopt a consistent approach to the teaching of phonics and the ways in which we use our schemes of work.</p> <p>We are encouraging reading for pleasure across all year groups.</p> <p>Children will be able to refer to a phonics frieze in class and have individual ones available to them.</p>
<p><b><u>Priority 2</u></b> Essex Educational Psychology Service (EPS) Maths Intervention will be embedded as a whole school approach to improve rates of progress.</p>	<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.</p>
<p><b><u>Priority 3</u></b> Children will be engaging with the Zones of Regulation in order to better self-regulate their emotions independently.</p>	<p>The Zones of Regulation will be used across all year groups for children to be able to engage with it on a regular basis (emotional wellbeing).</p> <p>Children will use the appropriate language to describe how they are feeling and be able to self-regulate their emotions using identified strategies.</p>
<p><b><u>Priority 4</u></b> Attendance will be in line with National non disadvantaged pupils at 96.5%.</p>	<p>SENCo to work directly with families identified to be struggling with attendance or at risk of being persistent absentees (PA).</p>
Projected spending	£2,125

## Wider strategies for current academic year

Measure	Activity
Priority 1	Gym Trail activities and assessments will be developed across 5 sessions per week.
Priority 2	Music tuition opportunities will be shared with families.
Priority 3	Uniformed organisations are available for children to attend.
Priority 4	School trips including those that are residential are available/accessible to families.
Priority 5	Lexia Club and individual log ins are available. Lexia addresses the development of oral language, reading, spelling, and writing skills for English language learners.
Barriers to learning these priorities address	Social and emotional difficulties which might be causing a barrier to learning (link to Kids Inspire).
Projected spending	£9,408

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow for staff professional development with regards to the teaching of phonics.	Tracking of phonics progression through each phase. To ensure that the delivery and pace is targeted for high quality first teaching (QFT) to take place.
Targeted support	Ensuring enough time is allocated for new EPS maths intervention to be delivered to small groups and the language to be embedded and visible across the school.	Highlight and target children of a range of abilities across each year group.
Wider strategies	Engaging with the families facing most challenges.	Through proactive listening and therapeutic practice, Kids Inspire sessions promote self-resilience, greater self-awareness, and relationship building to empower more positive life choices.

## Review: last year's aims and outcomes (2019-2020)

Aim	Outcome																																																
Progress in Reading	<p>Due to the COVID-19 pandemic and subsequent school closure period it has not been possible to review progress in full towards our aims.</p> <p>Spring Term 2020 data indicates: Progress in Year 3:</p> <table border="1" data-bbox="810 573 1409 790"> <thead> <tr> <th></th> <th>Actual</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.2</td> <td>3</td> </tr> <tr> <td>Writing</td> <td>3.2</td> <td>3</td> </tr> <tr> <td>Maths</td> <td>3.4</td> <td>3</td> </tr> </tbody> </table> <p>Progress in Year 4:</p> <table border="1" data-bbox="810 875 1409 1093"> <thead> <tr> <th></th> <th>Actual</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.1</td> <td>3</td> </tr> <tr> <td>Writing</td> <td>3</td> <td>3</td> </tr> <tr> <td>Maths</td> <td>2.7</td> <td>3</td> </tr> </tbody> </table> <p>Progress in Year 5:</p> <table border="1" data-bbox="810 1178 1409 1395"> <thead> <tr> <th></th> <th>Actual</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3</td> <td>3</td> </tr> <tr> <td>Writing</td> <td>3.4</td> <td>3</td> </tr> <tr> <td>Maths</td> <td>3.6</td> <td>3</td> </tr> </tbody> </table> <p>Progress in Year 6:</p> <table border="1" data-bbox="810 1480 1409 1697"> <thead> <tr> <th></th> <th>Actual</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.3</td> <td>3</td> </tr> <tr> <td>Writing</td> <td>3.3</td> <td>3</td> </tr> <tr> <td>Maths</td> <td>2.8</td> <td>3</td> </tr> </tbody> </table>		Actual	Average	Reading	3.2	3	Writing	3.2	3	Maths	3.4	3		Actual	Average	Reading	3.1	3	Writing	3	3	Maths	2.7	3		Actual	Average	Reading	3	3	Writing	3.4	3	Maths	3.6	3		Actual	Average	Reading	3.3	3	Writing	3.3	3	Maths	2.8	3
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Attendance	<p>National Attendance Expectation 2019-20: <b>95.6 %</b></p> <p>Whole School Attendance 2019-20: <b>95.52 %</b></p> <p>School Non-Disadvantaged Attendance 2019-20: <b>92.3 %</b></p>																																																

