

Pupil Premium Strategy Statement 2020-2021



School overview

Metric	Data
School name	St Thomas of Canterbury Church of England Junior School
Pupils in school	310
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£49,100
Academic year or years covered by statement	2020-2023
Publish date	December 2020
Review date	December 2021
Statement authorised by	The Governing Body
Pupil premium lead	Mrs Chloe Moran (SENCo)
Governor lead	Mr Dean Moran (Headteacher)

We continue to find ourselves operating under the necessary restrictions and guidelines relating to COVID-19 although school is now open to all children and we are able to operate a relatively normal timetable with some limited access to the wider spaces of school.

School closures earlier this year have impacted greatly on our ability to deliver the aims and objectives of our PPG Strategy Statement 2019-20. As a consequence, much of our targeted support and wider strategies will continue in to our PPG Strategy Statement 2020-21 with a greater emphasis on the children's mental health and well-being.

Disadvantaged pupil progress scores for last academic year

Measure	Averaged Scaled Score	Attainment
Reading & Maths (combined)	-1.6 (-2.2)	104.3

Measure	Value Added Progress (Predicted Teacher Assessment Grades)	
	Scaled Score	Value Added
Reading	104.3	-1.8
Writing	102.0	-4.2
Maths	104.3	-1.7

Non-Disadvantaged pupil progress scores for last academic year

Measure	Averaged Scaled Score	Attainment
Reading & Maths (combined)	0.6	108.5

Measure	Value Added Progress (Predicted Teacher Assessment Grades)	
	Scaled Score	Value Added
Reading	108.0	+0.1
Writing	106.2	-1.5
Maths	108.8	+1.1

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	60%
Meeting expected standard for all pupils	76%
Achieving high standard at KS2	10%
Achieving high standard for all pupils	14%

Measure	Activity
Priority 1	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. (Split class provision for Year 3/4 and Year 5/6 classes)
Priority 2	*Funding Link with Catch-Up Funding Strategy and National Tutoring Programme* To mitigate the effects of the unique disruption caused by COVID-19. Targeted intervention to support the children to catch up for lost teaching over the months of enforced school closure. (Additional tutoring opportunities)
Priority 3	Children will be engaging with the Zones of Regulation approach in order to better self-regulate their emotions independently.
Priority 4	Attendance 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	£59,845

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 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	September 2022
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 2021
Attendance	Attendance will be in line with National non disadvantaged pupils at 96.5%.	September 2021

Targeted academic support for current academic year

Measure	Activity
<p><u>Priority 1</u> 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. We are encouraging reading for pleasure across all year groups. Children will be able to refer to a phonics frieze in class and have individual ones available to them.</p>
<p>Priority 2 To mitigate the effects of the unique disruption caused by COVID-19. Targeted intervention to support the children to catch up for lost teaching over the months of enforced school closure.</p>	<p>To offer small group targeted tutoring opportunities (additional to those provided under the Catch-Up Funding Strategy and National Tutoring Programme). To provide 4 hours of additional tutoring per week. The learning gap will close as children 'catch up' with lost learning.</p>
<p>Priority 3 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 well-being). 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>Priority 4 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	£4,536

Wider strategies for current academic year

Measure	Activity
Priority 1	The Boxall Profile will be used to look at the level of skills available to the children to enable access to learning. To support children and their families with social and emotional well-being.
Priority 2	Gym Trail activities and assessments will be developed across 5 sessions per week.
Priority 3	Music tuition opportunities will be shared with families.
Priority 4	Uniformed organisations are available for children to attend.
Priority 5	School trips including those that are residential are available/accessible to families.
Priority 6	Lexia Club and individual log ins are available. Lexia addresses the development of oral language, reading, spelling, and writing skills for English language learners.
Priority 7	Speech and Language Support for children with significant Speech and Language needs where NHS support is not sufficient or long-lasting. £60/40 min session x12
Priority 8	Reading Pen support to enable wider access to all curriculum areas for identified children for whom low reading ability is impacting on progress in other areas.
Barriers to learning these priorities address	Social and emotional difficulties which might be causing a barrier to learning (link to Kids Inspire).
Projected spending	£9,359

Please note, as of September 2020, Priority 2, 3, 4 and 5 have been temporarily suspended due to our COVID-19 Secure Risk Assessment. We will reinstate support for these wider strategies as soon as DfE Guidance permits.

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 targeted intervention to support the children to catch up for lost teaching over the months of enforced school closure.	Highlight and target children of a range of abilities from within each Class Bubble. To ensure that the delivery and pace is sufficient for high impact targeted outcomes over a relatively short period of time.
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. Using The Boxall Profile to identify the levels of skills the children possess to access learning. Many children in school are insecure with their self-esteem, often not able to articulate their feelings. Instead they show their discomfort by withdrawal, achieving much less than they could, not making good relationships. Others may act out their feelings of anger and failure by minor or major acts of disrupting the progress of others. Whatever behaviour, the result is that they do not get positively engaged in education. Understanding what lies beneath this can make all the difference.

Review: last year's aims and outcomes (2020-2021)

Aim	Outcome
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Click or tap here to enter text.	Click or tap here to enter text.