



St. Michael's CE Junior School

Pupil Premium Strategy Statement 2021-2022

School Overview

Metric	Data
School Name	St. Michael's CE Junior School
Pupils in School	367
Proportion of Disadvantaged Pupils	59 children (16.1%)
Pupil Premium Allocation this Academic Year	£89,995
Academic Year or Years Covered by Statement	2021-2022
Publish Date	September 2021
Review Date	July 2022
Statement Authorised By	
Pupil Premium Lead	Rhiannon Ellis-Davies
Governor Lead	Ian White

Disadvantaged Pupil Progress Scores for 2019 (No KS2 assessments in 2020 and 2021)

Measure	Pupils eligible for PP (KS2 SMJS 2019)	Pupils not eligible for PP (KS2 SMJS 2019)	Pupils not eligible for PP (KS2 National 2019)
Reading	-5.5	-1.1	-0.1
Writing	-5.3	-2.7	+0.3
Maths	-6.7	-2.6	-0.4

Disadvantaged Pupil performance overview for 2019 (No KS2 assessments in 2020 and 2021)

Measure	Pupils eligible for PP (KS2 SMJS 2019)	Pupils not eligible for PP (KS2 SMJS 2019)	Pupils not eligible for PP (KS2 National 2019)
Meeting Expected Standard at KS2	<ul style="list-style-type: none"> • 31% • 50% • 56% • 44% 	<ul style="list-style-type: none"> • 66% • 81% • 77% • 77% 	<ul style="list-style-type: none"> • 71% • 78% • 83% • 84%
Achieving High Standard at KS2	<ul style="list-style-type: none"> • 0% • 6% • 0% • 13% 	<ul style="list-style-type: none"> • 13% • 25% • 17% • 23% 	<ul style="list-style-type: none"> • 13% • 32% • 24% • 32%

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target Date
Progress in Reading, Writing and Maths.	PP Children achieve closer to 0 and match the progress of children who are not PP in Reading, Writing and Maths. Increase the proportion of PP children achieving EXS and GDS in Reading, Writing and Maths and match the attainment of children who are not PP in Reading, Writing and Maths.	July 2022
Resilience	Pupils eligible for PP match the progress made by those children who are not PP in Reading, Writing and	July 2022



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	Maths. Children respond well to interventions and strategies showing resilience to make progress.	
Attendance	Overall attendance for children eligible for PP is at least at 95% and in line with attendance rates for other pupils.	July 2022

Teaching Priorities for Current Academic Year

Measure	Activity
<u>Priority 1</u> – Staff Training on improving outcomes in Reading, Writing and Maths.	<ul style="list-style-type: none"> • Provide support for all staff to further improve quality first teaching in all subjects through the use of SLT and mentors within school. • Provide staff training and development for spelling and phonics teaching through HIAS and English Leader. • Provide staff training and development for staff in Maths through Maths Leader. • Leadership Support to ensure Year Leaders are driving improvements in outcomes in their Year Groups. • Use of INSET days and staff meetings to deliver training.
<u>Priority 2</u> – Staff Training on improving outcomes in the wider curriculum.	<ul style="list-style-type: none"> • Leadership Support to ensure Subject Leaders are driving improvements in outcomes in their Year Groups. • Year groups given dedicated time for planning topics and topic drivers. • SLT review and monitoring of curriculum to support development of Subject Leaders and curriculum expectations. • PSHE used as a driver to engage children and provide opportunities for breadth and depth in the wider curriculum. • Staff training on deeper questioning and QFT within foundation subjects. • Use of INSET days and staff meetings to deliver training.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • We want to invest some of the PP in longer term change which will help all pupils as some pupils eligible for PP are making less progress than other pupils. We want to ensure that all of our teachers are well versed in practices which stretch and encourage all pupils in all subjects. • Increasing progress for PP children who have low starting points or who do not make the expected progress. • Increasing progress for PP children who have been affected by Covid lockdowns.
Projected Spending	£4,000

Targeted Academic Support for Current Academic Year

Measure	Activity
<u>Priority 1</u> – Short term interventions are used to close gaps for PP children	<ul style="list-style-type: none"> • Catch up sessions delivered by teachers are provided to ensure accelerated progress for those PP children who need it most. • A mentor is introduced for identified PP children most at risk of not making accelerated progress to provide additional support and guidance. • ELSA is provided for identified children to improve social and emotional wellbeing for children eligible for PP.
<u>Priority 2</u> – Specific strategies are used to support specific children to access to the curriculum	<ul style="list-style-type: none"> • An LSA is specifically used to support PP children who are also EAL to ensure progress in all areas of the curriculum. • The FSW provides support and programmes for children and families to support engagement in the curriculum.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.



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	<ul style="list-style-type: none"> • We want to engage parents with their child's education, which is known to improve outcomes. •
Projected Spending	£78,000

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1 – To increase resilience and experiences of PP children	<ul style="list-style-type: none"> • The Librarians are used to support specific children with engagement in Reading and supporting book choice. • Subsidy for trips and residential activities to ensure all children have access to similar learning activities as peers when trips and residential activities resume. • The FSW specifically supports families with attendance concerns to increase attendance and engagement.
Priority 2 – To use MyHappyMind to support mental wellbeing	<ul style="list-style-type: none"> • MyHappyMind is used alongside our PSHE/RSE planning to develop children's mental wellbeing. • Subject Leader to lead staff training to continue develop use of strategies to support mental health and wellbeing for children following Covid.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • We are unable to improve attainment for children if they are not actually attending school. National Foundation for Educational Research (NFER) Briefing for School leaders identifies addressing attendance as a key step. • We want to ensure that all of our teachers and children are able to become resilient, life long learners.
Projected Spending	£8,000

Monitoring and Implementation

Area	Challenge	Mitigating Actions
Teaching	Ensuring QFT is embedded and put into place for the benefit of PP children in the whole curriculum.	<ul style="list-style-type: none"> • PP and disadvantaged is a key area of SIP. • Regular monitoring by PP Lead of impact on progress and attainment for PP children. • Training and development of Year and Subject Leads to regularly monitor and review. • Programme of Activities provides timetable for monitoring. • Governor monitoring and reporting to Governors.
Targeted Support	Ensuring specific strategies are tracked and regularly monitored and given time needed.	<ul style="list-style-type: none"> • Use of EEF to ensure decisions are made with reference to evidence. • Regular monitoring by PP Lead of impact of specific interventions and strategies through data and individual case studies. • Time is provided when timetabling to ensure specific strategies are regularly in place. • Governor monitoring and reporting to Governors.
Wider Strategies	Ensuring all staff are aware of responsibility for attendance.	<ul style="list-style-type: none"> • Regular monitoring by PP Lead of individual case studies to assess impact of wider strategies • Governor monitoring and reporting to Governors.



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Review: last year's aims and outcomes

1. Review of expenditure			
		2020-21	
i. Quality of teaching for all			
Action	Intended Outcome	Impact	Lessons learned
Staff Training on improving outcomes in Reading, Writing and Maths.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	High Impact – before Lockdown 2021 evidence was that children were making accelerated progress to catch up with their peers. During lockdown quality of provision was good as commented on by Ofsted and children received provision which allowed them to continue to make progress. Different ways of learning were established for some PP children. On return case studies for PP children continue to show progress and a focus on impact is clear.	This will continue – QFT is a high priority. Focus next year on ensuring progress for all disadvantaged children, including each subset within the disadvantaged group.
Staff Training on improving outcomes in Foundation Subjects and the wider curriculum	Identified children will make accelerated progress in the foundation subjects	Subject Leader Action plans reference a clear intent for the wider curriculum and impact of actions is clear. Due to January lockdown there is not as much impact as was intended. Ofsted referenced our intent being clear with further work in some subjects on implementation.	This will continue as a focus for the next academic year. Work has already begun on improving the breadth and depth of the curriculum for all.
My Happy Mind and new RSE planning is used to support all children with PSHE	Identified children will make accelerated progress in Reading, Writing and Maths through increased resilience. Improve communication and language skills for pupils eligible for PP.	My Happy Mind has been used throughout this academic year and provided during lockdown for children at home. The scheme has some repetition of concepts for children. Impact has been seen with children able to discuss their own mental wellbeing. Monitoring of the PSHE curriculum shows a higher profile of the subjects in most year groups. Planning shows a clear progression throughout the school.	The scheme will need to be reviewed to ensure progression throughout the Key Stage. It will be used in Year 3 and 6 as it is with a more integrated approach in Years 4 and 5 with the PHSE/RSE curriculum.



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ii. Targeted support			
Action	Intended Outcome	Estimated impact:	Lessons learned
Short term intensive interventions from teachers and LSAs matched to the children's needs.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	Impact was seen across the school prior to Lockdown 2021 and this continued in the Summer term when children returned. During the Autumn term Year 6 teachers had time with their PP children and progress was seen in data. Case Studies for PP children reference clearly interventions with clear impact which shows progress.	This will continue. Before lockdown we were using the monies for LSAs primarily to deliver interventions. Due to the gaps arising due to lockdown we will provide time for class teachers to carry out intensive interventions with their PP children to improve outcomes.
Use of Pupil Conferencing for specific PP children as a means of targeting specific areas for children.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	This happened prior to Lockdown 2021 and monitoring showed teachers continued understanding of the needs of PP children. This then had an impact on progress as seen in case studies. Following Lockdown 2021 this was incorporated alongside catch up funding provision.	This will continue next year and this will continue to form a key part of our PP strategy to target specific areas for PP children. We will use the PP funding to provide time once a half term for teachers to spend time with their PP children, assessing barriers to learning and closing gaps where needed. This will allow us to close the gaps for these children quickly as the teachers will have a deeper understanding of the child's needs.
Mentors for PP children to be introduced to support specific emotional and academic needs.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication skills for pupils eligible for PP.	This was planned to start in Spring 2021 and due to Lockdown 2021 impact hard to measure. Increasing numbers of PP children meant that specific children were identified and some spent some time with their mentors.	This will continue next year but with specific children identified as receiving this due to increasing numbers of PP children. We will use the PP funding to specifically identify children at risk of not making progress to provide them with a specific mentor. The PP case studies will support with this identification.
Family Support Worker employed to support children and families.	Parents of pupils eligible for PP engage with their children's learning and encourage and support the high aspirations of the school. Increased attendance and punctuality rates for pupils eligible for PP.	PP children July 2021 – 91% During Lockdown 2021 FSW supported a variety of PP families to access their home learning through providing weekly check ins and printing home learning for children and families. Laptops were provided through a local charity to provide computers for families.	The FSW is an essential link for our PP families and provides support for them. This will continue. We will ensure that impact is shown on the case studies. The FSW also works with specific PP children and families who have been identified as needing specific pastoral support and this is an essential part of her work. Attendance of disadvantaged will be a key area for next year with clear action plans for those who fall below national.



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Subsidy for trips and residential activities to ensure all children have access to similar learning activities as peers when trips and residential activities resume.	Increase resilience of children in receipt of PP.	Due to Covid restrictions this academic year, trips and visits have not taken place.	This will continue next year as this is a way of using the PP money to allow all children to have the opportunity to access trips and residential activities. Letters for PP children have already been drafted for 2021-22 residents.
Employment of two Emotional Literacy Support Assistants (ELSAs) in order to improve social and emotional wellbeing of pupils eligible for PP.	Increase resilience of children in receipt of PP. Improve communication and language skills for pupils eligible for PP.	High Impact – reviews in cycles show children making progress on the targets identified by the class teachers.	This will continue and we will continue to use ELSA to support PP children. We will continue to use the PP case studies to reflect impact.
Employment of 1x LSA to support PP children with English as an additional language	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	High Impact - EAL children made progress and progress seen for children who were new to country. The link provided between the EAL LSA and EMTAS prove to be invaluable with children joining us throughout the year. Homework has been made available on the school website for translation. EMTAS were used during Lockdown 2021 to contact families and support with their home learning in liaison with the EAL LSA.	The EAL LSA will continue to support children through interventions and offering guidance to LSAs and teachers. This includes the use of pre-prepared resources for new starters.
iii. Other approaches			
Action	Intended Outcome	Estimated impact:	Lessons learned
LSAs to be deployed to work in the Library to focus on identified children in order to support their reading choices and enhance access to the curriculum.	Identified children will make accelerated progress in Reading.	Due to covid restrictions and bubbles the impact from this was not seen as the library was not used.	Librarians to re-open the library in Autumn 2021 with a launch event. LSAs to be given specific hours for the library and continue to hear PP readers to support with their book choice.