

Pupil Premium Report 2020 - 2021



authority care who have been looked after for more than six months, adopted children or children of service personnel. be eligible for free school meals (FSM) or those who have been in receipt of free school meals in the past six years. The funding is also available for children in local Pupil Premium is additional school funding from the Government to provide additional support to pupils on roll from low-income families who are currently known to

qualifying for free school meals generating income for our school detailed in the table below pupils from these groups of children and the emphasis must be on raising attainment. The funding per pupil has increased substantially year on year with those As a school, we are free to spend the Pupil Premium funding as we see fit. However, we are held accountable for how we have used the additional funding to support

may also be included and access it interventions to support the progress of Pupil Premium children, other children who need similar support and approaches to learning but not on the FSM register teaching and learning to meet the needs of all our children in the best way possible, which may mean in some circumstances when Pupil Premium funding is used for how we spend our Pupil Premium allows this to happen for our deprived children by narrowing the gap between themselves and their non-deprived peers. We organise At St John's we recognise that all children, regardless of background, should have equal access to a curriculum that will enable them to reach their potential and

facts. The link for this document is https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings The Department of Education has created a document - Pupil Premium - what you need to know - which expands on the purpose of the Pupil Premium and the key

Sch	School Summary
Total Number of Pupils on roll = 144 (YrR - 2)	Number of Pupils receiving Pupil Premium Grant (PPG) = 31
Amount of FSM per Pupil = £1345	Total Amount of PPG for 2020 - 21 = £41,695

Objectives for Spending PPG 2020 - 21:

- Ensure that Pupil Premium children are socially and emotionally ready to learn and perform better in the classroom.
- level in core subjects or make good progress towards the expected standard. Ensure that all Pupil Premium children are challenged at their own level and make good progress from their starting points. Children to attain the expected
- Ensure that Pupil Premium children have high quality learning and life experiences that their peers potentially have access to at home
- Ensure that the negative impact of COVID-19 on Pupil Premium children is minimal and only the same as children who are not Pupil Premium



Impact of Actions to be commented on in July 2021



	Year Group	ALAN VAV CO	2 500				≧							1											
- department	Activity	~					interventions in school during an	afternoon (1 hour per year group per	interventions in school during an afternoon (1 hour per year group per day for 38 weeks per year).	interventions in school during an afternoon (1 hour per year group per day for 38 weeks per year). Interventions developed throughout	interventions in school during an afternoon (1 hour per year group per day for 38 weeks per year). Interventions developed throughout the year depending on need.	interventions in school during an afternoon (1 hour per year group per day for 38 weeks per year). Interventions developed throughout the year depending on need.	interventions in school during an afternoon (1 hour per year group per day for 38 weeks per year). Interventions developed throughout the year depending on need. Additional RWI resources and 1:1	interventions in school during an afternoon (1 hour per year group per day for 38 weeks per year). Interventions developed throughout the year depending on need. Additional RWI resources and 1:1 coaching 3 times a week for 2 hours	interventions in school during an afternoon (1 hour per year group per day for 38 weeks per year). Interventions developed throughout the year depending on need. Additional RWI resources and 1:1 coaching 3 times a week for 2 hours (ETA).	interventions in school during an afternoon (1 hour per year group per day for 38 weeks per year). Interventions developed throughout the year depending on need. Additional RWI resources and 1:1 coaching 3 times a week for 2 hours (ETA).	Intions in school during an son (1 hour per year group per 38 weeks per year). Entions developed throughout in depending on need. In an al RWI resources and 1:1 In 3 times a week for 2 hours	Intions in school during an son (1 hour per year group per 38 weeks per year). entions developed throughout in depending on need. In an al RWI resources and 1:1 In 3 times a week for 2 hours	Intions in school during an son (1 hour per year group per 38 weeks per year). Entions developed throughout ar depending on need. In an al RWI resources and 1:1 In 3 times a week for 2 hours	Intions in school during an son (1 hour per year group per 38 weeks per year). Entions developed throughout ar depending on need. In an al RWI resources and 1:1 Ing 3 times a week for 2 hours	Intions in school during an son (1 hour per year group per 38 weeks per year). entions developed throughout ar depending on need. mal RWI resources and 1:1 mal RWI resources for 2 hours	Intions in school during an son (1 hour per year group per 38 weeks per year). Entions developed throughout ar depending on need. In all RWI resources and 1:1 Ing 3 times a week for 2 hours Tional Visits contribution at	Intions in school during an son (1 hour per year group per 38 weeks per year). Entions developed throughout ar depending on need. In al RWI resources and 1:1 In 3 times a week for 2 hours ional Visits contribution at £15 per child, twice a year.	ntions in school during an son (1 hour per year group per 38 weeks per year). entions developed throughout ar depending on need. and RWI resources and 1:1 ng 3 times a week for 2 hours ional Visits contribution at £15 per child, twice a year.	Intions in school during an son (1 hour per year group per 38 weeks per year). Entions developed throughout ar depending on need. In al RWI resources and 1:1 In 3 times a week for 2 hours I ional Visits contribution at £15 per child, twice a year.
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Yrs 1-2	Enrichment Provision - various	 FSM children to be given 	Headteacher -	Did not take place due to the	£840
	activities throughout the year in 4	opportunities to find an interest	AB.	pandemic. Additional	
	week blocks of 1 hour per half term =	and talents in non-academic		resources purchased to	Actual spend £0
	24 hours in total at approximately	based activities that could		support the delivery of	=
	£35 per hour.	become interests for life.		remote learning, which had a	
		 FSM to be referred to outside 		positive impact on learning.	
	2	clubs to carry on interests.			
		 FSM children to be given 			
		additional opportunities outside			
		of the standard curriculum to			
		develop physically, socially and			
		morally.			
<u>A</u>	Funding of milk daily for Free School	 FSM children to have milk once a 	Bursar - AH	 Milk is excellent for 	£1,191
	Meal children.	day as part of improving their		hydration, which is essential	
		diet and in particular increase		for aiding the concentration	Actual spend
		their calcium intake to support		and attention of young minds	£403
		the growth of healthy teeth and		in class. Milk provides a unique	
		bones at such as young age.		powerhouse of nutrients	
		20 1		essential for strong healthy	
				teeth and bones. Proving this	
				for FSM children has enabled	
	- 20			the children to be healthier	
				and better equipped for	
				learning. Pupil Premium	
		TAIL		attainment is below class	
		5 9		averages but this is due to	
		44		other individual circumstances	
		* 11 .		that SLT have identified and	
				actioned.	
<u>A</u>	6	 Higher quality links for families 	Headteacher -	Children on the relevant plans	Cost of Teacher =
	support Pupil Premium Children on	and improved relationships with	AB	are safe and their families	£578
	Care Plans/ TAF plans etc. and	outside agencies to meet the		supported in order for the	
	attendance at HUB meetings.	needs of our families.		children to be successful in	
		= =		their learning at school.	
<u>A</u>	Money for COVID 19 related	 FSM children to be able to 	Bursar - AH	 On average, 52% of Pupil 	£500

7	A	<u>A</u>	
Reception			7:0.7
Staff to receive training on language intervention programmes such as	Improve the quality of reading resources both electronically and in paper form for children to access at home with their parents in order for them to be able make maximum progress. This includes new Read Write Inc. Phonic books that match their level of attainment in phonics and also Oxford Reading Tree/RWI online.	Children provided with learning resources (stationery including tools like scissors) to enable them to access more homework tasks/lockdown/isolating/additional learning tasks.	resources such as electronic devices and wireless HUB points for identified FSM children in need.
•		• • • • • • • • • • • • • • • • • • •	• • • •
Staff to feel confident in delivering regular and sequenced	Gap between FSM and non-FSM does not widened. FSM continue to make good progress in school and during periods of home schooling. Children to be reading books that match their level of phonics knowledge.	FSM children to be able to access remote learning/complete homework successfully. Gap between FSM and non-FSM does not widened during lockdown/isolation periods.	access remote learning successfully, where needed. Gap between FSM and non-FSM does not widened during lockdown/isolation periods.
Early Years Coordinator -	Reading Subject Coordinator - LW	SLT	and Headteacher - AB.
•		• • • • • • • • • • • • • • • • • • •	
57% of Pupil Premium children in Reception achieved the	Whole school average for reaching the expected standard or above in Reading was 69%, despite school closure due to the pandemic. 51% of Pupil Premium achieved the expected standard or above in Reading - other factors limiting progress that have been identified and acted upon by SLT.	Premium children achieved the expected standard or above in Maths, 51% in Reading and 46% in Writing. This is lower than we anticipated but everything was done in order for Pupil Premium children to make the same progress as non- Pupil Premium children, including providing nongovernment funded ICT equipment to families.	Premium children achieved the expected standard or above in Maths, 51% in Reading and 46% in Writing. This is lower than we anticipated but everything was done in order for Pupil Premium children to make the same progress as non- Pupil Premium children, including providing nongovernment funded ICT equipment to families.
ETA time 2 staff x 10 hours	£2,450	£5 per pupil = £155	Actual spend £1,310

£41,695	Total Amount Spent				
	the pandemic.				
	after school closures due to				
	children returned to school				
	support in class when the		their peers.		
	learning and additional		at a disadvantage compared to		
	to provide high quality remote		that the progress of FSM is not	strategies or needs.	
	additional staffing and time	AB	problems can be dealt with so	unexpected/new resources,	
£6241	 Money used for resources, 	Headteacher -	 Where needed unplanned 	Contingency money used for	A
	lasting impact.		-		
	2022 so that it has a longer				
	and will be used in 2021 -				
£280	interventions that helped this				
staff x 2hours	pandemic. This is one of the			children.	
Teacher hours 4	school closures due to the		therefore written language.	improve early language in FSM	
	ab 56% I Writing despite		speaking and listening skills and	These will be delivered online to	
£300	expected standard in Reading	EB/CR	programmes of work that enrich	NELI and Talk Through Stories.	

Possible barriers to future attainment and preventing above outcomes from being achieved:

- Bubble Closures.
- Possible lockdown
- Individual children isolating
- Language spoken at home for some children their first language spoken at home is not English. Parental support could cause problems.
- A high proportion of children start school with very limited life experiences, which continues throughout their learning journey.
- Lack of technology at home to support children, especially during lockdown periods.

