



## St John's Gosport Primary School - Pupil Premium Strategy Statement 2020/21

### Pupil Premium Funding

#### Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals. Currently we have 151 children on the Pupil Premium register.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

-

#### Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

-

Schools will receive £310 for each eligible pupil.

The PP strategy has a separate section for pupils eligible for Service Premium. At present we have 23 service children on role.

#### COVID-19

For 2020/21 there will be additional funding for Catch-Up Premium and funding for tutorial programmes. The Catch-Up premium is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2.

It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, the curriculum remains broad and ambitious. Where needed remote education is high quality and safe and aligns as closely as possible with in-school provision. There needs to be prioritisation within subjects of the most important components for progression. Schools need to consider how all subjects can contribute to the filling of gaps in core knowledge, for example reading.

Modification of the curriculum will be needed in the Autumn term. Curriculum planning should be informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. There needs to be a coherent plan for returning to their normal curriculum by the end of the summer term.

## Pupil Premium Strategic Principles

### Our building blocks for tackling educational disadvantage:

#### Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

#### Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

#### High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engaging with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

#### Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

|   |
|---|
| <p><b>Data-driven</b></p> <p>The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.<br/>         Accelerated progress must lead to higher attainment within an academic year and key stages.</p> <p><b>Clear, responsive leadership</b></p> <p>A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase. Self-evaluation is rigorous and honest.<br/>         The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.<br/>         Leaders apply robust quality assurance processes and clear success criteria.</p> <p><b>Deploying staff effectively</b></p> <p>Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils. Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.<br/>         Outside agencies fully utilised</p> |
|---|

| Pupil Premium Strategy Group    |   |
|---------------------------------|---|
| Team member                     | Role  |
| Carolyn Wilkinson               | Deputy Head, Inclusion Lead (SENDCo,) PP Leader, Assessment and Data                            |
| Rebecca Dyke                    | Pupil Premium Governor  |
| Lisa Harris                     | SEND governor   |
| Review Dates for academic year: | December 2020, March 2021, May 2021, July 2021 (PP strategy updated impact statement published) |

| Current Profile   |           |                                  |                          |                        |         |     |
|-------------------|-----------|----------------------------------|--------------------------|------------------------|---------|-----|
| Academic Year     | 2020/21   | Number of Pupils eligible for PP | 151                      | Breakdown of PP Pupils |         |     |
| NoR               | 384       | Total PP budget                  |                          | FSM/Ever6              | Service | LAC |
| Date of Statement | July 2020 | Review Date(s)                   | March 2021 and July 2021 | 116                    | 23      | 5?  |



|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• EYFS early intervention/communication and language support. KS1/2 comprehension/vocabulary development/ Feedback/Metacognition and self-regulation strategies.</li> <li>• Release time for PP to work with SENCo, Release time to for Key Stage Leaders, Release time for PP Meetings. QFT a priority for all PP children.</li> <li>• Equipment for PP children with SEND</li> <li>• CPD associated with PP and specialist provision for some of the disadvantaged children , including HIAS support, SEN advisors, EYFS advisors and LLP</li> <li>• SENCo time to support disadvantaged SEN</li> <li>• LSA support for disadvantaged in classes</li> <li>• Head Teacher working with Year 6 Maths sessions</li> <li>• Deputy Head working with Y5/6</li> <li>• JD Booster groups Year 6</li> </ul> | <p>x 2 Key Stage Leaders 1 day a half Term<br/>½ day a week SENCO + Cost of having a LSA in YR class every morning<br/>LSAs in KS1 and KS2 in mornings</p> <p><b>£10,000</b></p> <p><b>£2,000</b><br/><b>£2,000</b><br/>5 hrs + on costs</p> <p><b>£6,000</b></p> <p>2 x teaching staff 2 hrs per week x 12 weeks<br/><b>£850</b></p> |
| <b>Targeted Academic Support</b>   |   |
| <ul style="list-style-type: none"> <li>• Teacher release time for planning and supporting on line home learning</li> <li>• Use of online learning platforms such as Times Tables Rockstars, Spelling Shed etc.</li> <li>• Solent Maths Hub –release time and supply cover for teachers and Maths lead `to work on Mastery Maths project</li> <li>• Release time and supply cover for teachers to work on targeted support interventions with small groups/ individuals</li> <li>• Resources such as NFER diagnostics <b>(NEW)</b></li> <li>• Release time to work on children’s targets for IAPs</li> <li>• Dyslexia screening (DEST) , Diagnostic tests (Salford and Vernon)</li> <li>• Speech and Language provision in Year R and for individual programmes throughout school</li> </ul>  | <p><b>CUP</b><br/><b>£4000 over 3 terms</b></p> <p><b>Inclusion LSA every morning</b></p>   |

| <b>Wider support strategies (Emotional, social and behavioural support &amp; Enrichment)</b>  |   |
|---|---|
| <p>Improved and sustained behaviour for learning<br/>Improved attendance in line with national ELSA provision<br/>Therapeutic story writing</p>   | <b>INCLUSION TEAM</b>   |
| <ul style="list-style-type: none"> <li>• CPD for staff to support children with Mental Health anxieties following extended absence from school.</li> <li>• Safeguarding CPD for all staff around ‘signs to look for’ in the vulnerable children school have had limited contact with, during lockdown.</li> <li>• Lunch Club</li> <li>• Play Therapy</li> <li>• ELSA</li> <li>• Improvements in attendance; case studies where support has been put in place including collecting children where parent ill, hospitalised or has no form of transport (DHT/FSW)</li> <li>• Support and challenge for children who are regularly late to school. DHT and FSW meet with families</li> <li>• After school clubs support disadvantaged children</li> <li>• Homework Club at lunchtimes: cost of 1 LSA who runs it</li> <li>• Free uniform/ shoes if needed</li> <li>• Support with access and completion of paperwork for parents</li> <li>• Visits to dentist, doctors if parents are struggling to organise.</li> <li>• Clubs resources</li> <li>• Subsidised club attendance</li> <li>• 1 -1 staff to support club attendance where required</li> <li>• Subsidised visits</li> <li>• Subsidised residential trips</li> <li>• Loan of equipment for home use eg Weighted blankets, Sensory and ICT equipment.</li> <li>• Swimming lessons</li> <li>• Music Lessons (HMS)</li> <li>• Booster groups</li> </ul> | <p>ELSA x 2 staff for 1 hour each per day<br/>Play Therapy<br/>Crew Club<br/><b>£2,500</b></p> <p>Attendance issues, chasing, meetings with Attendance Officer and meetings with parents (formal and informal) collecting children from home, admin time.<br/><b>£5,000</b></p> <p>After School Club attendance enables children to engage with other children, in different year groups to see modelled behaviour as well.</p> <p>Homework club has proved very beneficial for KS2 children who struggle to complete homework at home. Uniform is provided for children from disadvantaged families. Some parents appreciate support when completing detailed paperwork<br/><b>£3,500</b></p> <p>We encourage PP children to attend clubs and give them priority.<br/>Parents who struggle to afford full payment of a trip or residential, are offered the opportunity to discuss</p> |

|  |  |
|--|--|
|  | <p>payment plans and reduction in total cost.<br/> <b>£4,000</b></p> <p>Attendance at clubs and on trips and visits is financially supported and encouraged<br/>         Play Therapy and ELSA support - children access one or the other on a rota<br/> <b>£4,000</b></p> |
|  |  |

### COVID-19 lockdown phase

- Attendance in school; childcare provision
- Home learning; year group and personalised tasks, reading fluency
- Safeguarding; vulnerable returns to LA; external agencies
- Support to vulnerable families; free school meals, keep in touch emails and phone calls
- Physical resources supplied e.g. writing slopes, wobble cushions, weighted blankets, pencil grips etc

### Reintegration June/July 2020

- Risk assessments for pupils with EHCPs and communication to parents
- Catch up planning for Year R, 1 & 6: Revisit prior learning, challenge pupils to remember and apply secure levels of fluency and accuracy previously attained.
- Home learning, fluency in reading and mathematics.
- Interventions
- July; transition information: summative assessments, domain analysis and learning behaviours

### Recovery curriculum planning – September 2020

- Catch up planning for pupils who didn't attend school in summer term: align the catch up coverage with the new year's curriculum so that it is sequential and progressive; pupils catch up fully in the academic year 2020/21
- Recovery planning; revisit key learning from previous year's curriculum, rapidly close the most vital 'gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Interventions
- Use of online learning eg. Times Tables Rock Stars, Spelling Shed, Lexia Reading Intervention.

**Key barriers and rationale for Pupil Premium priorities**

Some disadvantaged pupils are affected by

- Numbers of PP pupils have attendance below 95%. **INSERT %**
- Some children relocate regularly therefore aspects of education are inconsistent
- Some children do not access or have limited support for home learning. **(CHECK NUMBER OF PP CHILDREN ON STAFF LISTS)**
- Some children do not have access to Wi-Fi at home so are unable to access online home learning
- Some children require lots of additional emotional support to start the day well including friendship support
- Poor attendance and regular lates adversely affect learning through missed sessions.
- Some disadvantaged children do not come to school with suitable clothing including PE kits, shoes, wellies and raincoats.
- Some disadvantaged pupils need support to develop their vocabulary, spellings and handwriting. spelling scheme across the school in
- Gaps in phonic knowledge (EYFS, KS1)
- **INSERT %** of PP pupils also have SEND difficulties.
- Some PP pupils have weak Metacognitive skills and their self-regulation needs developing.
- PP children can start school with poorer language and communication skills than non - pp children. In KS1, more time is allocated to re-enforcing the common language through repetition, talk for writing techniques, and modelling

**School Improvement Plan 2020/21 priorities for disadvantaged pupils**

| Objectives   | Actions   | Monitoring/Success Criteria  |
|--|---|--|
| <p><b>Focus Area 1: To continue to develop the breadth of the school curriculum and provide a curriculum that meets the needs of all pupils, also taking into account post-Covid social and emotional needs.</b></p> | <p>I.6<br/>           SENDCo has action plan linked to SIP (see action plan)</p> <p>SEN governor regularly reviews the action plans and meets with the Inclusion Lead and Inclusion Team.</p> <p>Subject leads – include/identify needs of PP in their action plans</p> <p>Class teachers – planning highlights vulnerable children</p> <p>PP plan produced with clear actions, timescales and evaluation schedule in order to hold teachers to account for progress of PP pupils.</p> <p>Teachers to identify and closely tailor planning and provision for vulnerable groups.</p> | <p>SEN governor to report to FGB regarding the developments in provision for children with SEN</p> <p>Audit of provision by SEN Inspector (SK)</p> <p>PDM: 21/9/2020<br/>           SEND – early identification of children with SEN and procedures. Registers.</p> <p>PDM: 19/10/2020<br/>           SEND – Assess, Plan, Do, Review</p> <p>Personalised meetings<br/>           Hampshire Planning Tool</p> <p>PP governor to meet with SENCO on fortnightly basis</p> |



|  |   |  |
|--|---|--|
|  | <p>IAPs in places for children on SEN register</p> <p>CAPs in place for children working below with group targets</p> |  |
|--|---|--|

**Focus Area 2:  
To develop coherent  
pathways to further  
improve behaviour and  
attitudes**

2.4 Attendance

Improve attendance rates for all groups of children and reduce number of persistently absent pupils (PA)

Review Attendance Policy (see policy)

Review Home School Agreement

Staff to attend CPD which will support the school in improving attendance and working with parents.

Monitor attendance of all pupils and identify individuals of concern (Admin team/teachers/FSW)

Monitor attendance of staff

Senior Admin/ FSW to ensure that swift action is taken, following school procedures and Attendance Flow Chart, to address non-attendance ( e.g. contact parents, formal meetings, penalty notices, legal panel reviews).

Use EXCEL program to analyse attendance. (SIMS)

Regular weekly meetings are held to discuss and plan actions for pupils with attendance concerns. Actions are agreed to improve attendance and staff involved are informed.

All staff involved with these focus children to be clear on their responsibilities and actions that should be taken, in a timely fashion.

All persistent absences recorded on CPOMS straight away. Referral to Early Help (FSW) hub for 'stuck' families who are not

- Has a clear set of procedures been put in place to support improving attendance?
- How does school's attendance policy compare to local and national guidelines and expectations?
- What impact has the training had on attendance at the school? What improvements have been made to systems and procedures?
- Is the school's policy in line with other local schools?
- What procedures does school have in place to monitor attendance?
- How are absentee pupils identified and what are the procedures to tackle absenteeism?
- 
- What impact have the actions put in place had on improving non-attendance?
- How are school ensuring that improved attendance is being maintained?
- How do attendance figures compare to previous year(s)?
- Who are the most at risk group of pupils and what actions are being taken?

Daily update to Inclusion Lead

Weekly meeting with DHT for PA

|  |  |  |
|--|--|--|
|  | <p>engaging sufficiently with school to resolve attendance issues.</p> <p>FGB to recruit Attendance Governor</p> |  |
|--|--|--|

|  |   |   |
|--|---|---|
| <p><b>Focus Area 3:</b><br/> <b>To improve the quality of leadership and management, including governance, by enhancing and developing the confidence of leaders at all levels</b></p> <p>Close the gap between PPG and non-PPG in all year groups through rigorous monitoring of PPG children – clear analysis of spend vs impact; regular scrutinising of pupils progress by SLT and Governors</p> | <p>Post Covid-19: staff identify children who would benefit from additional support in order to fill gaps due to lost learning since March 2020 (by 18/9/2020)</p> <p>Progress of PP children monitored and evaluated by senior leaders to ensure improved outcomes. PP Governor regularly reviews and evaluates the progress of PP children and the PP action plan.</p> <p>Headteacher and deputy review vulnerable groups of children on a weekly basis.</p> <p>To ensure that the progress of all named groups of children (disadvantaged/FSM/Serv/SEN/EAL) is at least in line with their peers nationally relative to their starting points</p> <p>The percentage of writing at the end of KS2 will increase from 2019 data to be in line with or above national averages. (see English plan)</p> <p>Improve the teaching of SPAG so that more pupils achieve the standard expected of them at the end of KS2 (see English plan)</p> <p>Improve the teaching of times tables so that Year 4 children achieve in line with or better than national in the 2021 test. (see Maths action plan)</p> <p>An increase in the percentage of pupils working beyond in reading, writing and maths across the school.</p> | <ul style="list-style-type: none"> <li>• How is progress measured? (Entry and exit assessment)</li> <li>• Is PP accurately monitored and is PP spending providing value for money?</li> <li>• Does the PP governor regularly report back to the FGB outcomes of their monitoring visits (FGB minutes)?</li> <li>• Can all governors talk about the impact of PP spending on pupil outcomes?</li> <li>• How is progress measured? (Entry and exit assessment)</li> <li>• Is PP accurately monitored and is PP spending providing value for money?</li> <li>• Does the PP governor regularly report back to the FGB outcomes of their monitoring visits (FGB minutes)?</li> <li>• Can all governors talk about the impact of PP spending on pupil outcomes?</li> <li>• Can the PP governor articulate the impact of their visits?</li> <li>• Do staff know who their vulnerable children are?</li> <li>• Is there appropriate provision in place?</li> <li>• Are these children making appropriate progress?</li> <li>• How are all named groups of children tracked through the school?</li> <li>• Is this effectively identifying those at risk of falling behind?</li> <li>• What actions are taken when pupils at risk are identified?</li> <li>• How regularly are these focus pupils reviewed?</li> <li>• What actions are senior leaders taking to ensure the progress of all children?</li> </ul> |
|--|---|---|

**Attainment KS2 (2020) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)**

There were no statutory assessments in summer 2020 due to COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on likely attainment based on March assessments prior to school closure / lockdown.

**Progress (2020) Disadvantaged Pupils**

