

# Pupil Premium Strategy 2021-22 St John's Stonefold CE Primary



1. Summary information					
Academic Year	2021-22	Total PP budget	£27210 (£20175 PPG with £7035 PPG+)	Date of most recent PP Review	May 21
Total number of pupils	119	Number of pupils eligible for PP	20 (17%)	Date for next internal review of this strategy	Dec 21

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

<b>A</b>	Academic and emotional needs of PPG and PPG+ children
<b>B</b>	English and Maths accessibility for all abilities
<b>C</b>	Wider curriculum experiences

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PPG/PPG+ children fully supported in class with areas of difficulty addressed: <ul style="list-style-type: none"> <li>Children are able to achieve differentiated learning objectives in lessons through additional support and high quality teaching and learning opportunities</li> </ul>	Children are happy and thriving – including making good progress in English and Maths and have a wide circle of friends. Children are confident in talking about their concerns and these are addressed in a timely and successful manner
<b>B.</b>	English and Maths progress and attainment improved: <ul style="list-style-type: none"> <li>Data tracking and analysis for key groups of children including measuring PPG against Non PPG children to compare progress and attainment</li> <li>Interventions to break down barriers and close the gaps</li> <li>Additional support for SEN children on IEPs and at School Action level with PPG identification</li> </ul>	Good progress and attainment is measured from starting points of PPG children Comparisons of progress and closing the gap analysis indicates PPG children achieve at least in line with Non PPG children
<b>C.</b>	Children are able to access wider curriculum experiences to widen horizons, develop aspirations and enhance the curriculum. <ul style="list-style-type: none"> <li>High quality wider curriculum experiences planned across school, the impact is seen in follow up work and the motivation and enthusiasm of the children as a result</li> </ul>	Children are engaged and aspire to do their best, they are motivated to learn more about current topics in class Children produce high quality work from first hand experiences.

#### 4. Planned expenditure

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Academic year	2021-22				
Target	Action	Rationale	Monitoring	Staff lead and allocated funds	Evaluation
PPG/PPG+ children fully supported in class with areas of difficulty addressed:	Each class has support each morning with younger classes having full time support where possible and budget allows.	Children are able to achieve differentiated learning objectives in lessons through additional support and high quality teaching and learning opportunities	Pupil Conferencing with children regarding their learning and support in class. Pupil Questionnaires – feedback on how children feel about their learning Achievement outcomes from termly tracking/group analysis	HT with SENCO  TA Salary contribution:  £15,000	
English and Maths progress and attainment improved:	Targeted support in class with interventions facilitated by teachers and support staff. Equality for all – systems in class identify key learners and provide additional support	Data tracking and analysis for key groups of children including measuring PPG against Non PPG children to compare progress and attainment Interventions to break down barriers and close the gaps Additional support for SEN children on IEPs and at School Action level with PPG identification	Good progress and attainment is measured from starting points of PPG children Comparisons of progress and closing the gap analysis indicates PPG children achieve at least in line with Non PPG children Achievement outcomes from termly tracking and group analysis Intervention tracking	SLT and Class Teachers  TA Salary Contribution:  £11,210 (Increase to £17,935 if additional funds confirmed)	
Children are able to access wider curriculum experiences to widen horizons, develop aspirations and enhance the curriculum.	Subsidised trips and visitors to school to build a creative and enhanced curriculum	High quality wider curriculum experiences planned across school, the impact is seen in follow up work and the motivation and enthusiasm of the children as a result	Children are engaged and aspire to do their best, they are motivated to learn more about current topics in class Children produce high quality work from first hand experiences.	£1000 in budget  (PPG Resources)	
FSM Lunches cost to school (20x£11.25x38w)			<b>Total budgeted cost £ 27210</b>		

Previous Academic Year 20-21																																																																																																
Desired Outcome	Chosen action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate				Lessons Learned (and whether you will continue with this approach)																																																																																										
<p><b>To improve Reading/Writing and Maths outcomes for pupils eligible for PP at the end of the year.</b></p> <p><b>£28,000</b></p>	<p>1:1/small group support for PPG children will be routinely delivered in order to address identified areas for development</p>	<p>Children achieve not less than 10% below non-PP pupils nationally from previous national data 2019 (no 19-20 or 20-21 data due to lockdown)</p> <p>Rigorous tracking shows that children achieve expected progress from their individual starting points and some make accelerated progress to catch up further</p> <p>With small numbers of PPG children across cohorts, it is difficult to observe a trend, however results at year end are as below:</p> <table border="1"> <thead> <tr> <th>Year or Class</th> <th>No of Chn in yr</th> <th colspan="3">Nat % 2019 KS1 and KS2</th> <th>No of PP Chn</th> <th colspan="3">PPG %ARE+</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <th>Year</th> <td></td> <th>R</th> <th>W</th> <th>M</th> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td>R</td> <td>10</td> <td colspan="3">GLD: 72</td> <td>4</td> <td>75</td> <td>75</td> <td>100</td> </tr> <tr> <td>1</td> <td>21</td> <td></td> <td></td> <td></td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2</td> <td>12</td> <td></td> <td></td> <td></td> <td>3</td> <td>33</td> <td>33</td> <td>33</td> </tr> <tr> <td>3</td> <td>21</td> <td>73</td> <td>78</td> <td>79</td> <td>3</td> <td>33</td> <td>0</td> <td>0</td> </tr> <tr> <td>4</td> <td>17</td> <td>(27)</td> <td>(20)</td> <td>(27)</td> <td>3</td> <td>33</td> <td>33</td> <td>33</td> </tr> <tr> <td>5</td> <td>20</td> <td></td> <td></td> <td></td> <td>2</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>6</td> <td>17</td> <td></td> <td></td> <td></td> <td>3</td> <td>100</td> <td>67</td> <td>67</td> </tr> </tbody> </table>				Year or Class	No of Chn in yr	Nat % 2019 KS1 and KS2			No of PP Chn	PPG %ARE+									R	W	M	Year		R	W	M					R	10	GLD: 72			4	75	75	100	1	21				1	0	0	0	2	12				3	33	33	33	3	21	73	78	79	3	33	0	0	4	17	(27)	(20)	(27)	3	33	33	33	5	20				2	100	100	100	6	17				3	100	67	67	<p>Approaches to continue to support learners in class and embed high standards and expectations.</p> <p>Interventions to continue from high quality first teaching with additional input where identified. Tracking for this to become more detailed in 21-22 following full return to school.</p>
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	<p>Staff to booster for Y2 phonics test autumn term</p> <p>Support for transition for Y2 and Y6 to next key stage following cancellation of SATS</p>																																																																																															
	<p>Support in each class for additional intervention within lessons to make dynamic 'on the spot' impact on learning outcomes</p>																																																																																															

<p><b>To improve outcomes for SEND/SEMH pupils on return from lockdown</b></p> <p><b>£3,000</b></p>	<p>Therapy and learning mentor support with class TA and trained TA staff applicable to the needs of individual pupils</p>	<p>Tracking shows good progress; IEP's reflect success towards targets</p> <p>Staff absences have, however impacted on some outcomes for some cohorts.</p>	<p>Ensure all SEN are individually budgeted moving forward. Some additional resources from PPG if possible</p>
<p><b>To ensure that PP children are able to access all extra curricular activities and enrichments</b></p> <p><b>£1,000</b></p>	<p>Provide access to additional paid for clubs and support with school trips as needed.</p>	<p>Widen experiences and broaden horizons for our children – no trips or visitors due to pandemic.</p> <p>Funding reallocated due to lockdown and pandemic – monies instead spent on maintaining ASC and BC price so no increase this year, together with additional resources for remote learning this year</p>	<p>Possible review of ASC and BC provision moving forward</p>
<p><b>Snacks to support concentration each day</b></p> <p><b>£345</b></p>	<p>Children provided with free toast each morning</p>	<p>Due to pandemic and lockdown, this was for autumn term only.</p> <p>Attendance Monitoring in autumn term: PPG 96.9% compared to national target of 96% supported by this aspect of spending.</p>	<p>Now at an end, parents encouraged to facilitate healthy snacks each day from home for hygiene and reallocated time of staff to focus on T&amp;L purposes</p>