

# Pupil Premium Report 2019-2020

1. Summary information					
School	St Julian's Church School				
Academic Year	2019-20	Total PP budget	£8400	Date of most recent PP Review	September 2019
Total number of pupils	110	Number of pupils eligible for PP	7 (6%)	Date for next internal review of this strategy	June 2020

2. Attainment		
<b>KS2 Attainment for: 2018-19 (2 Y6 pupils were eligible for PP in 2018-19)</b> <small>*NB due to the Covid-19 pandemic there is no reported data for 2020</small>	<i>Pupils eligible for PP in Year 6 (your school- 2 pupils)</i>	<i>National ALL</i>
% achieving expected standard or above in reading, writing and maths	100%	64%
% achieving expected standard or above in reading	100%	75%
% achieving expected standard or above in writing	100%	78%
% achieving expected standard or above in maths	100%	75.6%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	<ul style="list-style-type: none"> <li>Special Educational Needs</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Social and emotional difficulties resulting in low confidence and self esteem</li> <li>Attention and listening skills</li> </ul>
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	<ul style="list-style-type: none"> <li>low attendance</li> </ul>

- Low parental engagement or unsupported working habits at home
- Broken family structures which lead to family stress and low resilience
- Family circumstances or expectations that impact negatively on their learning and ability to take up extra-curricular opportunities
- Safeguarding and welfare issues which lead to social services involvement
- Recovering from traumatic experiences which is impacting on self-esteem, resilience and ability to manage emotions

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children make expected or better progress so that their attainment is in line with children from similar starting points	Children make measurable and quantifiable progress in reading, writing and maths across the year Those children in a specific intervention make measurable and quantifiable progress in their intervention (over fixed time period) PP+SEN children make demonstrable progress in all areas of the curriculum relevant to their starting points
<b>B.</b>	Attainment in maths, reading and writing of PP children is close to or better than national levels	The gap between PP children and non PP children is diminished as a result of accelerated progress PP children achieve well in literacy skills
<b>C.</b>	PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	Children make progress in their social development as measured using Thrive. This impacts on their attitudes towards academic challenges
<b>D.</b>	PP pupils are in school every day and on time ready to learn	PP attendance is at least 96% and if persistently absent or attainment is failing there is evidence of improvement

5. Planned expenditure					
Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Children make expected or better progress so that their attainment is in line with children from similar starting points	<p>Detailed Provision Mapping to identify PP pupils and provision</p> <p>Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention</p> <p>Focus on PP pupils in Evaluation Days and Deep Dives as appropriate</p> <p>Quality first teaching is vital for all children, and especially PP pupils, to make good progress and so all teachers are supported in their practice. This is through</p> <ul style="list-style-type: none"> <li>• Shoscombe-St Julian's moderation</li> <li>• Shoscombe-St Julian's planning</li> <li>• CPD to improve subject knowledge</li> <li>• Networking in the MSNP trust</li> <li>• Support from AHTs</li> </ul>	<p>In a school where there are very few PP pupils, it is essential that teachers identify them in their planning and that their progress is tracked carefully. Often these pupils are taught in groups with other pupils who are not PP and so we need to be mindful that in identifying them we are clearly in our aim to meet their individual needs.</p> <p>The 6 components of great teaching (<i>Coe et al</i>) list teacher subject knowledge and high quality instruction as having a strong impact on pupil progress and classroom climate and classroom management as having a moderate impact on progress. Therefore we ensure time from AHTs is used to model and support to help ensure all teaching is at least good.</p>	<p>Termly data tracking by groups of vulnerable pupils</p> <p>Termly lesson visits and book looks</p> <p>Termly planning looks</p>	<p>RN</p> <p>RN and SLT</p>	<p>T2, T4, T6</p> <p>Termly</p>

<p>B. Attainment in maths, reading and writing of PP children is close to or better than national levels</p>	<p>Quality first teaching through renewed approaches to teaching English (Write Stuff) and Maths (White Rose).</p> <p>Effective feedback and use of quality AfL including low stakes recall strategies</p>	<p>White Rose and Write stuff are both methods of teaching that allow children time to master skills and understanding and then apply these before moving on. Sutton Trust research tells us that “on average, mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches” and that “lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months’ progress, so mastery learning appears to be a promising strategy for narrowing the gap.”</p> <p>We will continue to focus on different ways to offer effective feedback, both written and verbal as research shows that effective feedback can have up to 8 months positive impact, especially in writing.</p>	<p>Termly data tracking by groups of vulnerable pupils</p> <p>Subject leader monitoring</p> <p>Book looks</p>	<p>RN</p> <p>CM, LB, LS</p> <p>TS, CM, RN</p>	<p>T2, T4, T6</p>
<p>PP attendance is at least 96%.</p>	<p>Tracking of attendance by group</p> <p>Newsletters to highlight whole school and class attendance</p> <p>Engagement with new EWO through MSNP</p>	<p>Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families.</p> <p>In ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance.</p> <p>The evidence indicates that, on average, pupils make two additional months’ progress per year from extended school time and in particular through the targeted use of before and after school programmes.</p>	<p>Tracking every month and letters sent home as recommended</p>	<p>RN + SC</p>	<p>T2, T4, T6</p>

<p>PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.</p>	<p>Jigsaw – a whole school approach to teaching PSHE (personal, social and health education)</p> <p>Additional PSHE workshops focused on e-safety, NSPCC, bullying, class charters etc throughout the year</p>	<p>Jigsaw is a whole school approach to teaching children about their social and emotional needs alongside personal and health issues. Sutton Trust tells us that 'On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Sutton Trust goes on to say that this approach works best when embedded in whole school practice, such as Jigsaw, and also that it has found to be particularly beneficial for disadvantaged or low attaining pupils.</p>	<p>Pupil conferencing by PSHE leads and PP leads</p>	<p>TS, RN</p>	<p>T2, T4, T6</p>
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**Quality of teaching for all cost : No additional costs from Pupil Premium budget as all budgeted through whole school budget, PE budget and English and Maths budgets.**

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Children make expected or better progress so that their attainment is in line with children from similar starting points</p> <p>B. Attainment in maths, reading and writing of PP children is close to or better than national levels</p>	<p>Targeted interventions:</p> <ul style="list-style-type: none"> <li>• Alpha to Omega</li> <li>• Precision Teaching</li> <li>• 1:1 reading with class teacher</li> <li>• Phonics groups (stage not age)</li> <li>• PP pupil books are marked first</li> <li>• Regular pupil conferencing</li> </ul> <p>In addition, any PP pupil who is also in SEN register will receive targeted SEN interventions</p>	<p>Sutton Trust reports that ""On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress."</p> <p>1:1 programmes "can be effective, on average accelerating learning by approximately five additional months' progress."</p> <p>For younger children we use interventions that are phonics based because "phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that</p>	<p>We have introduced termly intervention tracking sheets. All pupils are now assessed on entry and exit and progress is carefully monitored. Where an intervention is not having a positive impact it is reviewed at pupil progress meetings.</p>	<p>SENCOs RN</p>	<p>T1, 2, 3, 4, 5, 6</p>

		phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). We embed our interventions in our quality first teaching.			
PP attendance is at least 95%.	Termly letters and follow up meetings with the EWO to all who hit trigger points Specific tracking of PP & PP+SEN as groups	<p><i>“Sending brief letters to parents comparing the attendance of their children to their peers, in order to correct their own attendance bias, has a positive impact.”</i></p> <p><small>Intervening through influential third parties: Reducing student absences at scale via parents, Rogers &amp; Feller, 2017</small></p> <p>We believe that a personal approach will lead to the most effective improvements and therefore individual letters and meetings are our chosen strategy.</p>	Tracking every month and letters sent home as recommended	RN	T2, T4, T6
PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	1:1 Thrive and counselling	We use Thrive and counselling for targeted pupils to access on a 1:1 basis. This is to support children who may have social, emotional or behavioural difficulties, or sometimes to support a child through a difficult period in their life which is affecting them at school. Sutton Trust says that SEL programmes and mentoring can have a low impact on raising attainment, however they do help children to build relationships and be more settled in school. These programmes “appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average” and this can be up to 2 months additional progress. Where the provision is specifically related to behaviour then impact can be up to 4 months additional progress and “there is some anecdotal evidence about the benefits of reducing problematic behaviour of disruptive pupils on the attainment of their classmates.”	Tracking of Thrive Assessments	SENCOs	T2, 4, 6
<b>Target support cost (costs in detail appear in impact review below)</b>					£8400

## 1. Review of expenditure

In March 2020 schools were closed due to the Covid-19 Pandemic. This significantly impacted on the school's ability to complete actions and approaches on this plan. No children were assessed at the end of the academic year and so there is no reliable or standardised attainment or progress data for any pupil. Attendance for the year cannot be calculated accurately. Interventions were provided throughout lockdown remotely, but the success of these was variable depending on the support of parents/carers at home and it was impossible to reliably track any progress remotely.

The following report attempts to show what the school has done and the measures taken to override the barriers outlined above.

Academic Year 2019-20

### i. Quality of teaching for all

Desired outcome	Chosen approach	Impact	Lessons learned																				
A. Children make expected or better progress so that their attainment is in line with children from similar starting points	<p>Detailed Provision Mapping to identify PP pupils and provision</p> <p>Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention</p> <p>Focus on PP pupils in Evaluation Days and Deep Dives as appropriate</p> <p>Quality first teaching is vital for all children, and especially PP pupils, to make good progress and so all teachers are supported in their practice. This is through</p> <ul style="list-style-type: none"> <li>• Shoscombe-St Julian's moderation</li> <li>• Shoscombe-St Julian's planning</li> <li>• CPD to improve subject knowledge</li> <li>• Networking in the MSNP trust</li> <li>• Support from AHTs</li> </ul>	<p>Term 1 - Term 4</p> <p>Evaluation Days allowed close scrutiny and discussion of PP pupils with leaders and class teachers.</p> <p>Links with Shoscombe, the Teaching School and Boolean Maths hub allowed all teachers to improve their knowledge and quality of teaching.</p> <p><b>Term 4 data</b></p> <p>The average progress across the school was rising above expected (2.0) in the core subjects (point to point until term 4)</p> <table border="1"> <thead> <tr> <th></th> <th>writing</th> <th>reading</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>whole school</td> <td>2.1</td> <td>2.2</td> <td>2.1</td> </tr> <tr> <td>PP</td> <td>2.0</td> <td>2.2</td> <td>2.0</td> </tr> </tbody> </table> <p>In year 6 progress was above expected in reading and writing and well above in maths. The Pp puil made expected progress in maths and writing and accelerated progress in reading.</p> <table border="1"> <thead> <tr> <th></th> <th>writing</th> <th>reading</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>cohort</td> <td>2.1</td> <td>2.4</td> <td>3.4</td> </tr> </tbody> </table>		writing	reading	maths	whole school	2.1	2.2	2.1	PP	2.0	2.2	2.0		writing	reading	maths	cohort	2.1	2.4	3.4	<p>Class provision maps were very useful for teachers to know who was PP, SEN or had other needs to be supported. The maps enabled teachers to be clear about the strategies they were to use to support them.</p> <p>During Evaluation Days leaders ensured PP pupils were included in the focus group, allowing leaders to engage class teachers in meaningful professional dialogue about the barriers, strategies and progress for these pupils.</p> <p>An effective whole school provision map still needs to be implemented and this is a task to be picked up by the incoming SENCO in 2020-21.</p>
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<p>PP attendance is at least 96%.</p>	<p>Tracking of attendance by group Newsletters to highlight whole school and class attendance Engagement with new EWO through MSNP</p>	<p>PP Pupil attendance 2019-20: 94.6% Non-PP Pupil attendance 2019-2020: 93.9% PP Pupils with SEN attendance 2019-20: 90%</p>	<p>In 2019-20 the school began working with a new EWO and PP and SEN attendance was a focus. The regular meetings were both supportive and productive for the school to work with parents to improve attendance.</p>
<p>PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.</p>	<p>Jigsaw – a whole school approach to teaching PSHE (personal, social and health education)  Additional PSHE workshops focused on e-safety, NSPCC, bullying, class charters etc throughout the year</p>	<p>Behaviour across the continued to be generally very good in 2019 and 2020.  Jigsaw supported PSHE effectively.</p>	<p>Further drilling down into My Concern behaviour incidents identified that the majority of incidents were not only complex but often linked to difficulties at home and only linked to a very small number of children and families. This knowledge enabled the school to swiftly identify which pupils (including PP pupils) would require additional well-being and safeguarding support during lockdown.</p>

## ii. Targeted support

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>A. Children make expected or better progress so that their attainment is in line with children from similar starting points</p> <p>B. Attainment in maths, reading and writing of PP children is close to or better than national levels</p>	<p>Targeted interventions:</p> <ul style="list-style-type: none"> <li>● Alpha to Omega</li> <li>● Precision Teaching</li> <li>● 1:1 reading with class teacher</li> <li>● Phonics groups (stage not age)</li> <li>● PP pupil books are marked first</li> <li>● Regular pupil conferencing</li> </ul> <p>In addition, any PP pupil who is also in SEN register will receive targeted SEN interventions</p>	<p>Generally good progress but this was halted in March 2020.</p> <p>Being within an intervention allowed PP pupils to achieve their potential in class work</p> <p><b>Term 4 data</b></p> <p>The average progress across the school was rising above expected (2.0) in the core subjects (point to point until term 4)</p> <table border="1" data-bbox="824 528 1435 727"> <thead> <tr> <th></th> <th>writing</th> <th>reading</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>whole school</td> <td>2.1</td> <td>2.2</td> <td>2.1</td> </tr> <tr> <td>PP</td> <td>2.0</td> <td>2.2</td> <td>2.0</td> </tr> </tbody> </table>		writing	reading	maths	whole school	2.1	2.2	2.1	PP	2.0	2.2	2.0	<p><b>COST:</b></p> <p>Targeted interventions cost £13 per hour when delivered by a Teaching Assistant. On average children receive an hour a week, per intervention, delivered as 3 x 20 minute slots.</p> <p>= £3500</p> <p><b>Comments:</b></p> <p>There have been improvements to how interventions are monitored this year and this has enabled the SENCO to evaluate effectiveness and to intervene quickly where pupils are not making good progress.</p> <p>These children were prioritised as children being invited into school as vulnerable children in Term 6 allowing them to continue engaging in education throughout lockdown.</p> <p>Where PP pupils chose to not return in Term 6, class teachers continued to prioritise sending home and responding to home learning for these pupils.</p> <p><b>Looking forward:</b></p> <p>Engage with Teaching School, SLN and research to fine tune our chosen intervention approaches and particularly to ensure we train TAs to capture quantifiable data for interventions run.</p>
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<p>PP attendance is at least 95%.</p>	<p>Termly letters and follow up meetings with the EWO to all who hit trigger points Specific tracking of PP &amp; PP+SEN as groups</p>	<p>PP Pupil attendance 2019-20: 94.6%</p>	<p><b>COST:</b> EWO meetings and time spent tracking and supporting families = £300</p> <p><b>Looking forward:</b> Tracking and support to continue</p>
<p>PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.</p>	<p>1:1 Thrive and counselling</p>	<p>1:1 and group Thrive and counselling/play therapy both had a significant impact on individual pupil well-being and ability to engage in education.</p> <p>For some children this further enabled the school to work with outside agencies to secure additional support.</p> <p>These children were given additional phone calls and support remotely. They were prioritized for subsidized places at the summer holiday play scheme and on return to school have been prioritised for Thrive.</p> <p>These pupils were sent FSM vouchers throughout lockdown and the summer holiday.</p>	<p><b>COST:</b> 1:1 Thrive sessions cost £13 per hour when delivered by a Teaching Assistant. On average children receive 30 minutes of Thrive a week. £ 3100 1:1 counselling/play therapy is included in our subscription to the Behaviour and Attendance panel £2300</p> <p><b>Looking forward:</b> Continue to regularly monitor the impact of the emotional and social support PP pupils receive. Launch whole school Thrive in 2020-21. Review cost v benefit of subscription to Behaviour and Attendance panel</p>