

## Pupil premium strategy statement

### School overview

School name	Stanground St John's C of E Primary
Pupils in school	210
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	<b>£87425 (65 pupils in allocation @£1345 pp)</b>
Academic year or years covered by statement	2020-21
Publish date	February 2021
Review date	November 2021
Pupil premium lead	Sally Williams / Alison Sheridan
Governor lead	Sam Smylie

**Disadvantaged pupil progress scores for last academic year – note last published data is for 2018-19, with no data submitted 2020, nor to be submitted 2021 due to the Covid pandemic**

Measure	Score	Progress
Reading	67% expected, 33% higher standard	3.52
Writing	42% expected, 17% higher standard	-1.91
Maths	42% expected, 25% higher standard	-3.38
Combined	33% expected, 8% higher standard	

**Strategy aims for disadvantaged pupils – There are no published primary assessments in 2021**

*Our ongoing aim is for our disadvantaged pupils to be achieving in line with national expectations.*

Measure	Score
<i>Meeting expected standard at KS2</i>	<i>65% combined</i>
<i>Achieving high standard at KS2</i>	<i>10% combined</i>

Measure	Activity
Priority 1	<b>Develop maths teaching</b> through: Working with the Maths Hub to develop the maths leadership skills needed to raise standards in maths, through the Mastery programme. Use this to develop Maths Mastery practice across school, building maths teaching confidence and skills to support the use of resources and reasoning.
Priority 2	<b>Develop writing teaching</b> through: Targeted support from English Lead and LA School Advisor for writing in Years 5 and 6 Support this teaching with high quality teaching, learning and assessment resources.
Priority 3	<b>Develop teaching skills across the curriculum</b> through high quality CPD, for example, through Maths Mastery training, Pixl, PKC subject leader training etc. This is to be coordinated by Pupil Premium Lead.

	In EYFS, develop the continuous and outdoor provision.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions and have the subject knowledge and resources to best support children's learning from EYFS to Year 6
Projected spending	Pupil Premium Lead and KS2 Lead time CPD; Maths Mastery resources and support time; English resources Mathletics, Purple Mash, Pixl Music tuition EYFS / Year 1 transition learning environment development <b>Total: £ 34345</b>

### Teaching priorities for current academic year – \* ongoing targets beyond 2021

Aim	Target	Target date
Progress in Reading	<i>To achieve national average progress scores in KS2 reading (0)*</i>	Sept 2021
Progress in Writing	<i>To achieve national average progress scores in KS2 writing (0)*</i>	Sept 2021
Progress in Mathematics	<i>To achieve national average progress scores in KS2 mathematics (0)*</i>	Sept 2021
Phonics	<i>To achieve national average % in PSC*</i>	Sept 2021
Other	To have attendance in line with national (96%)	Sept 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<b>Ensure that reading is consistently of a high standard</b> across school by: Developing upper and lower school libraries and online resources so as to ensure all children are challenged by correctly pitched books, according to phonics phase and reading level. Drawing on high quality CPD Embedding the use of Accelerated Reader across all year groups to increase reading for pleasure
Priority 2	<b>Run interventions targeted to support class learning</b> , delivered by trained teaching assistants and using evidence based programmes or pre- and over-learning techniques.
Barriers to learning these priorities address	Encouraging wider reading at home and support for phonics learning from parents. Time to rearrange, catalogue and label the library. Enough books at all appropriate levels and matching phonics programmes. Time during the school day for children to complete book quizzes.
Projected spending	Junior Librarian ; Accelerated and Star Reader; Tapestry; Classroom secrets Books and stationery resources <b>Total: £3521</b>

## Wider strategies for current academic year

Measure	Activity
Priority 1	<b>Support family and SEMH needs in school</b> , through: Senco Assistant / Learning Mentor support Parental support eg Marvellous Me, homework support, signposting, cafes Breakfast Club (Magic Breakfast application) Attendance support Step On Behaviour Management Attachment and Trauma Aware research project and associated actions
Priority 2	<b>Develop outdoor learning</b> , focussing on: Pond and gardening area Playground Forest Schools area
Barriers to learning these priorities address	Availability of training Time to implement training and ensure that good practice runs through the school accordingly Staffing to meet these new demands Training and resourcing these initiatives eg Sensory Room, forest area. Improving attendance with some families
Projected spending	Inclusion team costs Breakfast club and Forest Schools Marvellous Me Attendance monitoring and analysis <b>Total: £49559</b>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff development and then ensuring its implementation	Use of INSET days and training time to learn and revisit teaching techniques.
Targeted support	Ensuring reading and intervention programmes happen and their impact is evaluated.	Staffing and monitoring systems are in place to plan and evaluate intervention provision and reading is assessed through libraries usage, REN quizzes and Star Reader tests.
Wider strategies	Support families facing the most challenges	Work with DEMAT on Mental Health First Aid and the Peterborough Virtual School to become an Attachment and Trauma Aware School

**Review: last year's aims and outcomes** – no published data for 2020, remote learning was in place from March 2020 to July 2020 to support all children in their learning. Some children returned to school during partial opening.