



What is Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

- £1345 for every child currently registered as eligible for free school meals, or eligible for free school meals at any point in the past 6 years
- £2,345 for every child who is or has been looked after by the local authority
- £310 children whose parents serve in the armed forces

Rationale

St Paul's Cof E Junior School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

Strategy

All members of Staff, Governors and Teaching Assistants at St Paul's accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment. This includes one identified governor having responsibility for Pupil Premium and the Deputy Head teacher (Caroline Smart) to implement and evaluate provision compared to other pupils in school to ensure the correct strategies and provision are in place. St Paul's is committed to 'Narrowing the Gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The Governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

School Context			
Year	Number on roll	Number of pupils eligible for Pupil Premium (%)	Amount of Pupil Premium Funding
2016/2017	300	86 (29%)	£111,812
2017/2018	299	88 (29%)	£116,160
2018/2019	310	71 (23%)	£93,720
2019/2020	332	83 (25%)	£109,440
2020/2021	321	85 (26%)	£109,565

2020/2021		Pupil Premium	FSM	
Year 3	15 pupils PP (22%)	Cannard (23)	5 (22%)	5 (22%)
		Collett (23)	6 (26%)	6 (26%)
		Fosse (22)	4 (18%)	4 (18%)
YEAR 4	24 pupils PP (26%)	Garton (29)	7 (21%)	3 (11%)
		Charlton (29)	6 (20%)	5 (17%)
		Langhorne (28)	11 (38%)	9 (31%)
YEAR 5	24 pupils PP (27%)	Foxwell (30)	6 (20%)	5 (17%)
		Mendip (28)	6 (21%)	3 (10%)
		Amulet (28)	12 (41%)	9 (31%)
YEAR 6	22 pupils PP (25%)	Kilver (26)	9 (31%)	5 (19%)
		Monmouth (28)	5 (15%)	3 (11%)
		Cornhill (27)	8 (30%)	6 (22%)

2019 Attainment (KS2 SATS)				
	Expected Standard	EXS Pupil progress	Higher Score	Higher Score Pupil progress
RWM all pupils	64%	0%	5%	-4%
RWM Pupil Premium	35%	-9%	0%	-1%
Reading all pupils	71%	1%	30%	+5%
Reading Pupil Premium	47%	-10%	12%	+3%
Writing all pupils	83%	+2%	22%	+4%
Writing Pupil Premium	59%	-8%	0%	-4%
Maths all pupils	76%	-6%	18%	-6%
Maths Pupil Premium	35%	-31%	0%	-8%
SPAG all pupils	78%		30%	
SPAG Pupil Premium	47%		6%	
Science all pupils	87%			
Science Pupil Premium	59%			

2020 End of KS2 Attainment (teacher assessment – COVID-19)		
	Expected Standard	Greater depth
Reading all pupils	82%	21%
Reading Pupil Premium	83%	8%
Writing all pupils	76%	17%
Writing Pupil Premium	70%	17%
Maths all pupils	76%	23%
Maths Pupil Premium	84%	17%

Barriers to future attainment

In-school barriers	External barriers
A: Pupil Premium children gap is likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure.	D: Parental expectation, learning environments and support from home is varied. Access and involvement in home learning is low.
B: Teachers use 'quality first teaching strategies' and pupil premium children have these personalised to help them play an active part in lessons. However, higher order and deeper thinking tasks need to be used more widely across the key stage and curriculum.	E: Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons. Covid-19 also means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised.
C: Understanding of vocabulary is below expected for many disadvantaged pupils on joining and can slow progress across the curriculum.	F: Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home.

Desired outcomes to diminish the difference between Pupil Premium funded pupils and Other pupils

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease .	Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children FFT data used to identify children to uplift during PPM meetings. Where appropriate, Pupil Premium children will be given priority for intervention. Internal data used to track children's achievements and gaps discussed at PPM meetings Interventions identified for children to ensure receiving appropriate intervention for them during PPM meetings. Catch up programmes and interventions will be used to support narrowing the gap.
B	Staff will deliver quality first teaching and use a variety of strategies to promote engagement and	Teaching will incorporate mastery techniques, The White Rose small steps, CLPE, whole class guided reading, higher order thinking and skills-based learning.

	involvement of Pupil Premium children which will result in accelerated progress.	<p>Lessons will involve modelling and teaching of metacognitive and self-regulative strategies to allow pupils to discover the learning strategies that help them the most.</p> <p>Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies.</p> <p>Experience and WOW lessons used to develop the WOW factor and include a WOW way in to help engage the Pupil Premium children, making full use of outdoor learning opportunities.</p> <p>Thinking skills used to help differentiation and raise expectations from staff and children</p> <p>Internal data used to track children's achievements and discussed at PPM meetings shows identified children are making accelerated progress in order to close the attainment gap</p>
C	High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. High quality texts also available for access through reading schemes, school library and book clubs. Vocabulary also developed through the child's learning journey.	<p>English leads to help identify high quality texts year groups could use for themes</p> <p>Learning journeys involve reading the text and looking at good vocabulary and meanings.</p> <p>Display adventurous vocabulary in classrooms.</p> <p>Children use inspiration time to develop word, vocab and idea banks.</p> <p>Book studies show a greater range of rich vocabulary across the curriculum and specific resources used to develop vocabulary.</p> <p>Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this.</p> <p>Library and reading scheme updated to develop a love for reading to allow greater access to a rich range of vocabulary.</p> <p>Book clubs help develop a love for reading and allow children to discuss what has been read and the vocabulary used.</p> <p>Accelerated Reader challenges used further to develop the love for reading of the children.</p>
D	Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with homework as well as maintain regular contact with families to communicate progress and expectations.	<p>High expectations communicated and explained during parents' evenings.</p> <p>Homework clubs run for children as year groups.</p> <p>Pupil premium parents are contacted regularly to discuss progress and expectations.</p> <p>Pupil Premium families are contacted to help improve relationships by dojo messages or postcards home.</p> <p>Pupil Premium families are specifically invited to virtual workshops and meetings to help them develop skills which will help support learning at home.</p>
E	Attendance of children will increase therefore gaps will be closed.	<p>Attendance tracked and monitored by the office/PFSA and data provided to Pupil Premium lead to help quickly identify those at risk of struggling to return to school after school closures.</p> <p>Support provided to help outside issues that may be hindering attendance.</p> <p>Children with attendance 90-95% targeted through rewards and attendance increases therefore achievements increase as less education missed.</p>

F	Experiences for children to help enhance learning and ensure children have high expectations for themselves.	Mentoring scheme established to support most vulnerable pupil premium pupils. Experiences specifically for Pupil Premium children and School trips funded recorded. All children go on trips organised for their year group, funded by the school where necessary Visitors in school as well as a trip to enrich experiences. Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered. Social activities arranged for Pupil Premium children.
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Academic year: 2020-21

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 The gap between Pupil Premium children’s achievements will decrease therefore allowing overall gap to decrease</p>	<p>FFT data reviewed in PPM meetings and aspirational targets set</p> <p>TA and teacher led interventions</p> <p>High quality teaching continues with consistent use of personalised strategies for pupil premium children</p>	<p>PPM meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM meetings</p> <p>The impact of TA’s is proven to be greater when delivering research- based interventions based on children’s previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and Inclusion team. Intervention groups/catch up will be set up that cover the gaps and can pull children from different stages in the school together and delivered by TA’s to help with the limited amount of TA time available for intervention. This will begin to be embedded through the school</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school</p>	<p>Impact of intervention measured and records kept</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book looks</p> <p>Learning walks/Lesson observations</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p>	<p>CS LP CBP</p>	<p>Termly</p>

		<p>while others trialled. Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school</p>			
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<p>A Staff will have high expectations of Pupil Premium children with regards to attainment which will result in accelerated progress</p>	<p>Targeted interventions (cross year group)</p> <p>1:1 tuition where appropriate</p> <p>Small group tuition/catch up as required</p> <p>Mentoring scheme developed</p>	<p>The impact of TA's is proven to be greater when delivering research based interventions rather than simply supporting the teacher in class. This will begin to be embedded through the school</p> <p>Specific gaps will be identified through data analysis and discussion between class teacher and TA. Intervention groups will be set up that cover the gaps and can pull children from different stages in the school together and delivered by TA's to help with the limited amount of TA time available for intervention. This will begin to be embedded through the school</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled.</p>	<p>Impact of intervention measured and records kept</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book looks</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p> <p>Mentor meeting notes</p>	<p>CS LP CBP</p>	<p>Termly</p>
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<p>B Staff will deliver quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress whilst developing independent learners through use of higher order and deeper thinking skills.</p>	<p>CPD – higher order/ deeper thinking tasks</p> <p>Learning walks and feedback to develop strategies and new approaches</p> <p>Lesson sharing to develop strategies and new approaches to lessons to allow Pupil Premium children to be fully engaged and progress at an accelerated rate</p>	<p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers and TA’s to use strategies to ensure this is available for the children to access during lessons (TA’s in the mornings) to prevent any gaps getting bigger</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages.</p> <p>Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals</p>	<p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book looks</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p>	<p>CS</p>	<p>Termly</p>
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<p>C High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing.</p>	<p>Staff to identify high quality texts to use for themes where a rich vocabulary is available</p> <p>Vocabulary displayed for children to access when working independently</p> <p>Love for reading developed through the school</p> <p>Expose children to a rich range of vocabulary</p> <p>Whole class guided reading introduced and CLPE Power of Reading used to plan English lessons</p> <p>Accelerated Reader challenges continue.</p> <p>PP pupils heard read at least weekly/ SEN daily</p>	<p>Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve and learning journeys provide specific chances, tasks and resources to help develop vocabulary range, an understanding of the vocabulary used and how to implement it themselves</p> <p>Updating the books available in the library and reading scheme help create a 'love for reading' promoting reading and therefore exposure to a rich range of vocabulary which they can include in their own writing</p> <p>Reading areas developed to help create a stimulating, relaxing and enjoyable reading environment in each classroom promoting encouraging all to read and promote a love for reading. This again exposes children to a greater range of rich vocabulary which they can include in their writing. The increased reading will also provide imagination stimulus and a wider base for children to call upon when writing own fiction texts</p> <p>It is essential that children are exposed to rich vocabulary in different ways to allow them to develop the vocabulary they can use in their own writing. This needs to be identified, discussed, explained and used to allow it to be embedded in the children's vocabulary bank</p>	<p>Book looks</p> <p>Learning walks/Lesson study weeks</p> <p>English leads to promoting use of library and monitoring use of it</p> <p>Reading scheme and library updated</p> <p>Library use refreshed</p> <p>Reading / vocabulary displays in the classroom</p> <p>AR reading challenges</p>	<p>English leads CS</p>	<p>Termly</p>
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<p>D Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with homework/ learning as well as encourage attendance to any workshops or meetings that will help them support their child resulting in a more positive home school relationship with Pupil</p>	<p>Parents evenings</p> <p>Extra parent/staff discussions as required</p> <p>Homework clubs in year groups</p> <p>Encourage attendance to parental workshops and meetings to help develop skills to support learning at home</p> <p>Dojo, praise messages and postcards to ensure families</p>	<p>Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements, then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily. Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated. To help increase support available at home homework clubs will be offered to put parents at ease of concerns arise. Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops.</p>	<p>Parent voice</p> <p>Baseline on entry to full time school</p> <p>Records of parent attendance for parents evening / workshops.</p>	<p>CS</p>	<p>Termly</p>
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<p>E Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons</p>	<p>Monitor pupil premium children's attendance to identify those at risk of struggling to return after closure</p>	<p>Support provided to help outside issues that may be hindering attendance as children with worries about things outside or within school will either find a way not to come to school or enter school with a mindset that will possible hinder their learning. Where appropriate, an ELSA intervention is available by trained TA, there are 'quiet rooms' for children to go to at lunchtimes. Staff will be delivering a 'well-being' curriculum during the first two weeks and we will be following the JIGSAW mindful approach to PSHE/RSE.</p>	<p>Attendance rates tracked</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p>	<p>CS</p>	
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<p>F Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves</p>	<p>Mentoring scheme developed</p> <p>Records of PP school experiences.</p> <p>Make the Sunshine projects available for PP children.</p> <p>School trips funded</p> <p>Visitors in school</p> <p>Sensory Room used when needed.</p> <p>Examples of aspirational futures provided through visitors.</p> <p>Pupil voice used to identify wants and needs.</p> <p>Funded breakfast club/after school club.</p>	<p>Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children</p> <p>A huge amount of 'social' time is at lunch during school This will be especially important during the next few months whilst in bubbles and limited interaction. Lunchtime supervisors need to ensure a positive relationship is developed and maintain with their bubble and interaction between the children is inclusive and positive</p>	<p>Pupil voice/school council</p> <p>Behaviour in and out of the class at breaks and lunchtimes</p> <p>Mentor meeting notes</p>	<p>CS</p>	<p>Termly</p>
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Funding based on 2019/2020 pupil premium numbers – 81 Pupil Premium and 2 Services Pupil Premium (£109,565)
 2020/2021 pupil premium numbers – 83 Pupil Premium (£111,635) and 2 Services Pupil Premium (£620)

Expenditure – Academic Year 2020-2021

Desired outcome	Action - Pupil Premium used for...	Amount Allocated	Rationale and implementation	Monitored by	Reviewed
F, A, C	Specific resources / experiences / high quality texts (4%)	£ 4,465.00	Positive impact upon children's social and emotional wellbeing to support academic progress, access to curriculum and improve links with parents.	SLT	On going
C, F, A	IT support in class (2%)	£2,790.88	Curriculum and learning enhanced through books	CS/GB	On going
D F	Clothing allowance (0.3%)	£558.18	Children are not seen or felt as 'different' and wear well fitted, full school uniform. Children feel ready to learn.	TR/MH/CS	On going
D	Support materials to be used at home (1%)	£1,16.35	Enhance family and parental engagement of targeted hard to reach families.	SLT	On going
E F	Allocation to support trips and experiences (3%)	£3,349.05	Children are given these enrichment opportunities and experiences which they might not normally have.	CS/TR/MH	On going
D E F	Breakfast club provision (14%)	£15,628.90	Positive impact upon children's social and emotional wellbeing to support academic progress, access to curriculum and improve links with parents.	CS/TR/MH	On going
	Funds added to SEN budget for support (39%)	£43,537.65	To support pupil premium children that are also on the SEN register and require additional learning support and interventions.	CS/LP	On going
A B	Writing Intervention in addition to class support (2%)	£2,232.70	Interventions tailored to meet individual needs so that identified PP children make accelerated progress.	SLT	Termly
A B	Reading Intervention in addition to class support (2%)	£2,232.70	To improve fluency and comprehension so that identified PP children make accelerated progress.	SLT	Termly
A B	Maths Intervention in addition to class support (2%)	£2,232.70	Interventions tailored to meet individual needs so that identified PP children make accelerated progress.	SLT	Termly
A B	Education subscription/Beanstalk (5%)	£5,581.75	Educational subscriptions that have shown they improve pupil progress.	SLT	Annually
A B	Pupil Premium - 1:1 assistants / HLTA (20%)	£22,327.00	To support pupil premium children that are also on the SEN register and require additional learning support and interventions.	SLT	Termly
F	Curriculum enrichment (5%)	£5,581.75	Children are given opportunities and experiences which they might not normally have.	CS	Termly

<p>Quality first teaching.</p>	<p>Know each child and meet their individual needs.</p>	<p>A relentless and persistent focus on making every moment and year count.</p>
<p>To develop a culture of aspiration.</p>	<p>Core Principles at St Paul's C of E VC Junior School to ensure all of our pupils, but particularly those who may be 'disadvantaged' due to their social economic background, achieve the very best outcomes.</p> 	<p>To build supportive relationships with families.</p>
<p>A relentless and persistent focus on ensuring an attendance rate does not fall below 95%.</p>	<p>Targeted support to ensure those that are behind catch up and the gap is closed as early as possible.</p>	<p>To support all pupils who we feel are disadvantaged, regardless of whether or not they receive Pupil Premium.</p>