

Pupil premium strategy and impact 2020-21

Context: At St Cuthbert Mayne Junior School we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential academically and socially.

Our ethos and learning culture ensures that we have the highest expectations and that we continually strive to ensure that no pupil is left behind. Covid-19 has brought additional challenges to support all children and we expect an increased number of children will be disadvantaged due to their family circumstances. We are working to support these children in school academically, emotionally and socially.

When deciding how to spend the pupil premium grant it is important that we look at the potential barriers to learning faced by pupil premium pupils in the context of our school. The reasons for underachievement are many and varied and could include: less support at home, leading to reduced appreciation of the value of education; social and emotional difficulties due to complex family situations or attendance and punctuality difficulties. Each child entitled to the pupil premium grant is unique in their situation and our response to their needs must reflect this.

With this in mind, we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach his/her full potential.

Our key objective in using the pupil premium grant is to narrow the attainment and achievement gap between those entitled to pupil premium and those not.

Impact of Pupil Premium – No formal data 2020 & 2021 – see below TA data based on expected standard 2021.

No formal data has been collected in summer 2020 due to Covid-19 but significant impacts – academic and social / emotional progress have been achieved with our six pupil premium children who are all progressing to JFK as more confident children who have benefitted from:

- individual tutoring; 1:1 learning mentoring; additional Maths sessions; Quality First Teaching
- Breakfast Club and extra-curricular clubs
- Key worker / vulnerable childcare during Covid-19; Yr6 return to school in June/July; personalised home learning
- Individualised SEN support
- Assessment for Learning champion / focus of School Development Plan (closing the gap)
- transition projects

1. Summary information					
School	St. Cuthbert Mayne School				
Academic Year	2020-21	Total PP budget: £30,130 (Pupil Premium)	Actual Spend: £30,130	Date of most recent PP Review	June 2021
Total number of pupils	236	Number of pupils eligible for PP	21	Date for next internal review of strategy	10.6.21

2. Current attainment – July 2021		
	<i>Pupils eligible for PP (your school) July 2021 (TA)</i>	<i>Pupils not eligible for PP (National Yr6, 2017)</i>
% at age-related in reading	83%	81.9 %
% at age-related in writing	66%	77.5 %
% at age-related in maths	66%	88.5 %
% age-related in reading, writing and maths	66%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Low aspirations, self-esteem of a large number of PP children, compared to peers	
B.	Social anxiety, mental health issues affect attention and focus on learning / attendance	
C.	Lower resilience and self-belief among some PP children, in comparison with other children	
D.	Low ability and SEN (Special Educational Needs) PP children are making slower progress than peers	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Support at home for some of our PP children is not as strong or lacks engagement with school / poorer support at home to engage children in home learning	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase aspirations, confidence and belief in ability to achieve of PP children.	Improved self-motivation and self-belief and a more positive attitude to learning resulting in increased rates of progress for PP children.
B.	To diminish the gap between PP children and non-PP children in Reading, Writing and Maths	Gap between PP and others is reduced. PP making accelerated learning
C.	To increase progress and attainment in writing for PP children	Percentage of PP children at broadly expected significantly increased
D.	Create parity of opportunity for all children	Children to have access to learning opportunities outside of school. PP children using Breakfast Club and attending sports clubs.

5. Planned expenditure					
Academic year	2020/2021				
The 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. Increase aspirations and self-confidence of PP children.	<p>School's Curriculum Drivers include aspirations and resilience (growth mindset)</p> <p>Class focus on growth mindset – resilience and perseverance alongside a positive “can do” attitude.</p> <p>Focus on building self-esteem – themed weeks, visitors and use of schools support agencies</p> <p>Mental health/well-being awareness including rights/values</p> <p>Social Skills group / gardening groups</p> <p>Responsibilities / roles within school eg School Council, Houses, Class/school responsibilities.</p>	<p>The following evidence sources indicate that understanding future employment opportunities motivates children and raises aspirations:</p> <ul style="list-style-type: none"> Local authority ‘Aspirations Project’ National Association for Able Children in Education (NACE) assessment criteria. <p>Growth Mindset and the work of Carol Dweck supports the removal of ceilings to children's learning.</p> <p>Education Endowment Foundation (EEF) toolkit supports the theory that well-developed social skills promotes high self-esteem and leads to effective learning.</p>	<p>Curriculum Intent and focus on drivers – aspirations, growth mindset and our environment – part of our curriculum development. SLT focus and inset. Monitored by subject leads and SLT.</p> <p>Contact parents, adults in successful employment roles, past pupils, companies providing workshops and other providers. Curriculum opportunities highlighted for aspirations.</p> <p>PSHE focus – School working towards Well Being kitemark.</p> <p>Feeling Good Week/ mental health awareness / Caritas / children's rights. Mental health/well being policy.</p> <p>Learning mentors for all PP SEND – Social skills / gardening club</p> <p>Rainbows support for those who have suffered loss.</p> <p>Pupil Voice, Class Teacher feedback, parent questionnaire/feedback, School development plan objectives</p>	<p>Senior Leadership Team (SLT) & Personal and Social Health and Citizenship Education (PSHCE) lead. School Council leader</p> <p>Mental Health Lead and Deputy</p> <p>Pupil Premium champion</p>	<p>Ongoing</p> <p>Termly</p> <p>Summer 19 ongoing</p> <p>Termly.</p>

<p>B. Develop positive attitudes to learning for PP children.</p>	<p>Teacher/pupil 1:1 interviews; Learning mentors. Devise, agree and promote school's own learning agreement. Implement system of class detectives to identify excellent learning strategies. Daily celebration of successful learners in each class.</p> <p>Quality First Teaching supported by targeting short-term interventions where learning can be linked and celebrated in whole class learning.</p> <p>Cross-curricular learning that highlights relevance and engagement of learning.</p>	<p>Evidence to support this action includes:</p> <ul style="list-style-type: none"> • EEF Toolkit, which suggests that children's understanding of how they learn, improves outcomes. • Growth Mindset and the work of Carol Dweck supports the removal of ceilings to children's learning. • Bloom's Taxonomy promotes strategies such as the use of 'HOT (higher order thinking) questions' to challenge children's learning. <p>Inclusive learning through QFT linked with growth mindset.</p> <p>Targeted interventions where progress is celebrated and visible to children.</p>	<p>All Pupil Premium children to have a learning mentor.</p> <p>Termly Pupil Progress Meetings will have review of PP actions and progress.</p> <p>Staff meetings and INSET will be used to develop staff knowledge. Monitoring of teachers' plans and lessons, scrutiny of children's work and pupil/staff feedback will demonstrate the effectiveness of these approaches.</p> <p>Inset / staff CPD on the inclusive classroom.</p> <p>Provisions Maps tract Pupil Premium pupils. Interventions half termly reviewed; feedback / monitoring of effectiveness; clear link between intervention and learning in class.</p>	<p>Head SLT Subject Leaders</p> <p>Pupil Premium champion</p>	<p>On-going; twice termly pupil reviews</p> <p>Termly tracking of Provision Maps</p> <p>Termly subject leader updates</p> <p>SIPP reviews</p>
<p>Total budgeted cost</p>					<p>£17,500</p>

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>C. Provide additional interventions for PP children to increase rates of progress and diminish the gap between PP children and non-PP children</p>	<p>Additional Maths interventions for low achieving PP children.</p> <p>‘Fischer Family Trust’ and ‘Project X’ Literacy Interventions.</p> <p>‘Plus One and Power of Two’ mathematics interventions.</p> <p>Weekly small-group sessions in reading, writing and mathematics with class teachers and teaching assistants.</p> <p>‘Bug Club’ and ‘My Maths’ online support programmes.</p> <p>Differentiated and smaller-sized groups for Y6 in English; small group interventions in the afternoons for Maths.</p> <p>Access to laptop to support learning, particularly in English.</p> <p>‘Early Bird Maths’ to be offered to all PP children.</p> <p>Quality First Teaching supported by targeting short-term interventions where learning can be linked and celebrated in whole class learning.</p> <p>Cross-curricular learning that highlights</p>	<p>Educational research (eg EEF) shows that children learn best with more focussed support and effective feedback.</p>	<p>Staff meetings, INSET and other professional development will be used to develop staff knowledge. Monitoring of teachers’ plans and lessons, scrutiny of children’s work and pupil/staff feedback will demonstrate the effectiveness of these approaches.</p> <p>Twice termly pupil updates on all PP children.</p> <p>SEND / Pupil Premium champion ensures systems to feedback from interventions and effectiveness is monitored regularly.</p> <p>Class teachers</p> <ul style="list-style-type: none"> - highlight PP chn in plans; - ensure additional learning is recognised and praised in whole class teaching. - Ensure PP strengths are utilised in cross-curricular opportunities. - know barriers to learning and can pinpoint areas for intervention. Liaise with TA / teacher delivering intervention. - 1:1 mentoring interviews with PP children. <p>Termly data specifically on “gap” against non-PP children.</p>	<p>SLT, class teachers and TAs.</p> <p>Assessment for learning champion/ Sendco</p>	<p>Termly</p> <p>Twice termly</p>

<p>D. Children to have access to learning opportunities outside of school.</p>	<p>Breakfast club – funded for PP children</p> <p>ICT equipment available at Breakfast Club.</p> <p>Fund trips, workshops, after-school clubs for PP children.</p> <p>Music lessons</p> <p>Clubs</p> <p>School Trips</p> <p>Swimming tuition</p>	<p>In order to achieve parity of opportunity, children need financial/material assistance with out of school learning.</p> <p>Attendance / persistent lateness figures will improve with Breakfast Club. Children will have time and availability of a nutritious breakfast.</p> <p>All children should have opportunity to take part in extra-curricular activities; sporting opportunities.</p>	<p>Head /Office proactive in alerting parents to funding for Breakfast Club, sports clubs, extra-curricular activities.</p> <p>Families in receipt of PP funding to get individual letters ensuring they are aware opportunities.</p> <p>Office staff to monitor provision and alert SLT.</p>	<p>Head / Pupil Premium Champion</p> <p>Office Manager.</p>	<p>Termly.</p>
Total budgeted cost					<p>£12,630</p>