

# Tipton St John Pupil Premium Strategy Statement 2020-2021

## School overview

Metric	Data
School name	Tipton St John Church of England Primary School
Pupils in school	96
Proportion of disadvantaged pupils	16.6% - 16 children
Pupil premium allocation this academic year	Total: £16,345
Academic year or years covered by statement	2020-2021
Publish date	15 <sup>th</sup> September 2020
Review date	January 2021
Statement authorised by	John Sherwood, Inclusion Governor
Pupil premium lead	Ruth Ingrouille
Governor lead	John Sherwood, Inclusion Governor

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Progress scores incomplete due to COVID. No statutory assessments in R, 1, 2, 4, 6
Writing	Progress scores incomplete due to COVID. No statutory assessments in R,

	1, 2, 4, 6
Maths	Progress scores incomplete due to COVID. No statutory assessments in R, 1, 2, 4, 6

### Strategy Aims for Disadvantaged Pupils

Measure	Score
Meeting expected standard at KS2	No SATs in 2020. SATS 2021 – target 100%
Achieving high standard at KS2	No SATs in 2020. SATS 2021 – 0%

Measure	Barriers to learning this priority addresses	Universal Provision	Targeted Support	Projected Spend
Priority 1 Supporting Children's Emotional Wellbeing	To re-establish positive attitudes to learning, following the lockdown.  To support children who are anxious about returning to school and learning.	Supporting all children's emotional wellbeing on return from Covid. Increase in PSHE teaching through Autumn term to meet needs of individuals and cohorts.  Daily hour throughout Autumn term to support emotional needs with PSHE / story and act of	Mentoring and small group work with GH to develop social skills and SEMH in Y5/6 (focus Y5)  Learning attitudes survey in Years 3 and 5.  5 point scale with individuals.	Play therapy Y2 and Y3 plus room hire to facilitate £4200  Staff training on the 5 point scale £300

	<p>To support children whose learning may be disrupted due to lockdown / self-isolation during the year.</p>	<p>worship or additional physical activity.</p> <p>Identification of children who are finding learning difficult and providing strategies of support – talk with a trusted adult / peer buddy / building independence and listening skills / maintaining high expectations of behaviour and learning outcomes.</p> <p>Staff training by Ed Psych and implementation of 5 point scale to help children regulate their emotions.</p>	<p>Play therapy sessions.</p> <p>Blended learning – children will be contacted at least weekly to ensure they are accessing home learning and are coping emotionally.</p>	<p>Total £4,500</p>
<p>Priority 2 Closing the Gap in Core Learning</p>	<p>Meeting the needs of children who have fallen behind in C19 lockdown.</p> <p>Monitoring even more closely the learning experiences of disadvantaged pupils if blended learning is required.</p>	<p>To ensure all children who have fallen behind in the C19 lockdown have the opportunity to catch up through targeted interventions such as pre-teaching and post teaching groups.</p> <p>Whole school approach to ensuring elicitation activities and standardised tests are completed when the children are ready in the autumn term (Reference to Babcock Assessment Guidance)</p>	<p>Identified small group targeted pre-teach/support work with disadvantaged pupils falling behind age-related expectations.</p> <p>Daily individual readers and group reading.</p> <p>Investment in high quality phonics readers for KS1 and 2 to support disadvantaged children with specific SEND.</p> <p>Groups will comprise of children from same bubble and</p>	<p>Teacher and Teaching Assistant</p> <p>Intervention support and mentoring – to meet need across all classes.</p> <p>TAs released to 1:1 mentor children for learning attitudes £11045</p> <p>Phonics individual readers £500</p> <p>Funding for</p>

	<p>Ensuring teachers take time to establish their baseline assessments, so progress from the children's new starting points, following lockdown, can be tracked.</p> <p>Restrictions on being able to move between bubbles and mix children between bubbles.</p>	<p>Seek out ways to engage children in interactive home-learning in the case of individual/year group isolation.</p>	<p>government guidance will be followed.</p> <p>Blended Learning – children will access home learning and can borrow an IT device from school to help with access. Paper copies can be supplied. Regular contact via phone call and google classroom to monitor learning and give feedback.</p> <p>1:1 mentoring will continue if possible.</p>	<p>equipment/programmes</p>
<p>Priority 3 Developing vocabulary and enjoyment of reading</p>	<p>Children returning from lockdown who have not been reading regularly or have lost the motivation and stamina to read for enjoyment.</p>	<p>Daily reading for pleasure in class individually and class reader.</p> <p>Adults modelling reading for enjoyment.</p> <p>Teaching sequences designed to motivate reading and writing in an area of interest for the children.</p> <p>Dyslexia team to provide training on a dyslexia friendly classroom.</p> <p>Dyslexia strategies to be</p>	<p>Daily readers.</p> <p>Small group English.</p> <p>Phonics interventions</p> <p>Dyslexia screening recommendations in place.</p> <p>Blended Learning – children will access home learning and can borrow an IT device from school to help with access. Paper copies can be supplied. Regular contact via phone call and</p>	<p>Dyslexia training £100</p> <p>Dyslexia Resources -</p> <p>Nessy Licenses £200</p>

		employed in the classroom.  High expectations of vocabulary in the classroom using strategies from last year's Babcock training modules.	google classroom to monitor learning and give feedback.  1:1 mentoring will continue if possible.	
--	--	--	---	--

### Wider strategies for current academic year

Measure	Activity
Supporting children returning from C19 lockdown to re-engage positively in learning.	Autumn term to focus on PSHE and Story whilst maintaining PE at 2 hrs of teaching time. Mentor /1:1 time with a trusted adult to talk through learning.
Attendance	To monitor the attendance of disadvantaged pupils compared to non-disadvantaged on the return to school – particularly those with additional SEND
Blended Learning	Ensure all disadvantaged pupils have access to technology to support home learning, should it become necessary – Autumn questionnaire to parents.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils, whether they be learning at school or at home.
Projected spending	(costs included in section above)

### Review: last year's aims and outcomes

Aim	Outcome
To identify pupils in EYFS who are	Applications and investigations were made regarding two families during lockdown –

eligible for EYPP	neither were eligible, but school proactively offered support. Two EYFS pupils receiving PP this year, plus two more whom school are encouraging to apply (have now applied).
Increase attendance rates for pupils eligible for PP.	Administrator and SMT monitoring attendance at least half termly and daily for some children to ensure issues could be resolved swiftly. 90.54% Disrupted by Covid lockdown.
Supporting disadvantaged children to access all aspects of curriculum and not be disadvantaged.	Focus on quality first teaching and inclusion within the classroom. Y6 Civic award was completed by disadvantaged children, despite lockdown. All disadvantaged pupils attended school during Covid lockdown or accessed Google Classroom from home. Y5/6 class teacher made home visits to certain PP children during lockdown to deliver resources/check in with families.
Pupils in Year 2 to make good progress overall at the end of KS1.	Reading increased for 2/3 of PP children. Maths decreased for all 3 children. COVID had a big impact – only one of the three children attended during Spring/Summer 2020
Pupils in Year 6 to make good progress.	KS2 SATS did not happen. PP children were on target to make Expected standard or above.
Pupils in Year 4 to reach end of year expectations and/or make good progress from their starting points at the beginning of the year.	Maths: Both PP children maintained/increased standardised score between Autumn and Spring. Neither attended during lockdown and scores have shown large drop. Reading: Both children's scores increased between Autumn and Spring – and dropped during lockdown.
All pupils including disadvantaged pupils will have an improved vocabulary which they can apply in their spoken and written work.	Babcock modules 1-5 completed and vocabulary given a higher profile in the classroom and evident in classroom observations leading up to March 2020 lockdown.