# St Gildas’ Junior School Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | St Gildas’ Junior School |
| Number of pupils in school | 176 |
| Proportion (%) of pupil premium eligible pupils | 15.9% (28 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22  2022-23  2023-24 |
| Date this statement was published |  |
| Date on which it will be reviewed |  |
| Statement authorised by | Ellen Robertson Headteacher |
| Pupil premium lead | Sinead O’Brien Deputy Head |
| Governor / Trustee lead | Brid Daly |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £37,660 |
| Recovery premium funding allocation this academic year | £2,320 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *Our intention at St Gildas’ school is that all children, regardless of background and challenges are supported and encouraged to achieve their full potential. Our aim for disadvantaged pupils is that they have access to the same high-quality teaching, learning and cultural capital as their peers and that they are able to make excellent rates of progress in all areas of a broad and balanced curriculum. At St Gildas’ we recognise that “Disadvantaged” includes: pupils entitled to Free School Meals (FSM) and the Pupil Premium Grant (PPG) as well as LAC, PLAC and Children in care, those identified as EAL or supported by social services and those children in families that are “just about managing” Our Pupil Premium strategy aims to promote the best outcomes for all our pupils but especially those identified as disadvantaged.*  *Our current pupil premium plan works towards ensuring the highest quality teaching and support in the classrooms as well as access to excellent intervention to ensure rapid and sustained rates of progress. We will do this by providing high quality CPD, support for teachers and teaching assistants on the best evidence-based training and methods for supporting pupils.* |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Many pupils have multi-disadvantage, i.e. are PP, SEND and EAL or have safeguarding needs and require additional targeted support |
| 2 | Children have missed several months of teaching and learning over the past 18 Months. Despite remote learning throughout lockdown, there is a clear disparity between engagement and participation level which has meant that attainment levels for the most disadvantaged are below where they would have been |
| 3 | Pre-Covid Federation work halted as so work needed on streamlining teaching and curriculum across schools including what makes high quality teaching and learning |
| 4 | Limited number of disadvantaged pupils reading GD in all subjects, particularly writing |
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| To identify and accelerate the learning for all children through high quality teaching with particular focus on assessing and closing the gaps for PP pupils | * Attainment at least in line with national figures * CPD on High Quality Teaching and what it looks likes and includes * Successful roll out of HEP supported Walkthrus programme to support the teaching and learning experiences of all pupils and ensure high quality teaching in all areas * Robust assessment at the start of Autumn term to accurately identify gaps in children’s learning and to plan for a successful programme of intervention to close the gaps – all teachers to be clear on who is eligible for PP funding and clearly target those Monitor closely those pupils who experience multi-disadvantage and ensure needs are met through a range of differentiation and intervention Regular monitoring of planning, books and lessons will ensure that assessment data is being employed to identify and plan for PP children * Performance management for all teachers to accelerate progress for children, particular emphasis on achievement of the those in receipt of PP funding or are known to be disadvantaged. |
| Improved achievement of those receiving support for social/emotional difficulties with Pupil Premium funding used to best effect | * Attainment at least in line with national figures * ELSA Intervention specifically targeting PP children with social/emotional needs * More children supported by ELSA programme |
| All teaching across school consistently good and frequently outstanding with appropriate challenge for all pupils | * Challenge observed in lesson observations and ‘drop-ins’ * Challenge evident in books and planning * Clear feedback for PP children to ensure that they are addressing misconceptions and levelling up their work * Planning considers the differentiation needed to diminish the gap between PP children and their peers * Effective use of Walkthrus to deliver teaching and support learning |
| Additional needs met through a programme of targeted intervention and support with particular attention paid to PP children who are not at ARE | * Additional needs are identified early so that appropriate intervention and support can be put into place without delay * Liaison with external agencies will happen without delay * PP pupils with additional needs will make progress in line with or at a great rate than their peers |
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
| *Whole school CPD focusing on strong assessment to identify gaps and plan accordingly*  *Continuation of work on establishing a solid middle leadership cohort within teaching staff to ensure a seamless and coherent curriculum that supports the needs of all pupils and particularly those in receipt of PP funding. Emphasis on*  *Continuation of Walkthrus Programme to support high quality teaching and learning including assessment, understanding and feedback* | **EEF Guide to the Pupil Premium** states that “*ensuring an effective teacher is in front of every class and that every teacher is supported to keep on improving is the key ingredient of a successful school”*  Research is clear that quality of leadership and teaching are two of key drivers raising progress and attainment  **EEF Teaching and Learning toolkit** - *There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.*  *”* | 1,2,3,4  1,2,3,4  1,2,3,4 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £*7980*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Teacher to carry out targeted intervention work that narrows the gap in attainment and progress* | **EEF Teaching and Learning toolkit-** “*One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum* | 1,2,3,4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *2000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Release time for ELSA staff to work directly with pupils across the school on one to one, small group and whole class – ELSA practitioners to support other staff members to embed SEL strategies to support learners across all key stages* | **EEF Teaching and Learning tool kit** “SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” | 1,2,3,4 |

**Total budgeted cost: £** *37,980*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| The Covid pandemic from March 2020 led to national tests being cancelled in July 2020 and there is therefore no national data. Our internal assessments during 2020/21 highlight the impact of partial school closures upon our pupils across all key stages.. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils despite us prioritising them for places in key worker school. A high level of parental anxiety contributed to the reluctance to attend face to face schooling during lockdown, particularly in Lockdown 1. We were able to quickly get learning online using Google Classroom however there was a high level of disengagement particularly from the disadvantaged pupils. A robust system of calls home and 1:1 online work helped to boost some levels but this was not across the board.  Internal baseline assessments were carried out in September 2021 to gauge the impact of disrupted teaching and online learning. We confirmed that a large percentage of children were not at ARE and that stamina for learning has been lost. Through robust planning, teaching and assessment as well as this Pupil Premium strategy we aim to accelerate the progress of all our learners and particularly the disadvantaged. We will continue our work, started pre Federation, on aligning our schools and promoting high quality teaching and learning for all as well as supporting the emotional wellbeing of all our pupils. |