**St Peter in Chains’ Catholic Junior School**

**Pupil Premium Strategy 2020-21**

**Strategy**

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| **1. Summary information** | | | |  | |
| **School** | St Peter in Chains Infant School | | |  | |
| **Academic Year** | 2020-21 | **Total PP budget** | £6725 | **Date of most recent PP Review** | Autumn Term 2020 |
| **Total number of pupils** | 75 | **Number of pupils eligible for PP** | 5 (6%) | **Date for next internal review of this strategy** | July 2021 |

N/A

**. Attainment Y2 PP pupils**

**2018-2019**

**2**

**-**

**Due to the ongoing CV-19 pandemic national assessment data is not available**

*Y2 Pupils eligible for PP*

*National Average %*

*Results %*

**% of PP pupils at expected standard or above in reading, writing & maths**

N/A

N/A

**% of PP pupils at expected standard or above in**

**reading**

N/A

6

**% of PP pupils at expected standard or above in writing**

N/A

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **% of PP pupils at expected standard or above in maths** | | N/A | |  |
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| **3. Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **In-school barriers** | | | | |
| **A.** | Many pupils have multi-disadvantage, i.e. are PP, SEND and EAL or have safeguarding needs | | | |
| **B.** | Children have missed several months of teaching and learning. Despite remote learning throughout lockdown, there is a clear disparity between engagement and participation levels. | | | |
| **C.** | Weakness in early language skills compounded by lack of access to Early Years education settings due to CV-19 | | | |
| **D.** | Potential risk for school closure and need for remote learning – unequal access to devices/reliable Wi-Fi or parents having to continue working means some children will not be able to access the online learning | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | In some cases parents feel they are unable to support with the more challenging curriculum | | | |
| **E.** | Reduced access to additional services, cuts have impacted on the support available to pupils, school often having to think creatively and meet needs in different ways than previously | | | |
| **4. Desired outcomes** – linked to School Improvement Plan*(Desired outcomes and how they will be measured)* | | | **Success criteria** | |
| **A.** | 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  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  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 | |

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| **B.** | 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 to be used to diminish the difference. |
| **C.** | 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 |
| **D.** | For a robust and reliable remote learning plan to be put into place with particular focus on how the PP children will be assured of access to high quality teaching in the event of school closure | Teachers will be confident to teach remotely  Barriers to access will have been identified and resolved so that in the event of school closure learning will not cease  PP children will continue to make progress by accessing and turning in work on Google Classroom and will be receiving regular feedback |
| **E.** | Children will have age appropriate language skills at the end of reception | Gaps in early language skills will be assessed and closed through the implementation of the NELI programme  Teacher and Nursery Nurse will be confident in the delivery of the NELI and PP children will have language skills that match their non-disadvantaged peers |

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| **5. Planned expenditure** | | | | | | |
| **Academic year** | | **2020-21** | | | | |
|  | | | | | | |
| **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**  **and cost** | **When will you review implementation?** |
| A-E | Introduction of the NELI programme  Each class to have a designated additional adult | | DFE funded NELI programme for early language intervention is an evidence based intervention which has excellent results.  High quality structured and targeted interventions as detailed by the EEF Guide to The Pupil Premium  Robust assessment to identify those children that require additional support | Dedicated release time for Reception Teacher and Nursery Nurse to attend NELI training to ensure that the programme is delivered correctly  Use of a thorough baseline and ongoing assessment to ensure that progress is being made  Teacher and TA performance management and observation | AHT for inclusion  Cost £6725 | Termly regular pupil progress meetings – monitoring of assessment data  Ongoing discussions with teachers and teaching assistants |