

Pupil Premium strategy statement Thomas Jolyffe Primary School

Due to the COVID 19 pandemic and the subsequent lockdown, there were no statutory assessments carried out and therefore no end of year attainment data.

Whilst the summary information only gives details of the number of pupils eligible for PP funding, we recognise that due to the Lockdown, other children who are considered vulnerable have been significantly disadvantaged. The strategies detailed in this statement will be used to support both those pupils eligible for PP funding and others identified as having been further disadvantaged by the COVID 19 pandemic.

1. Summary information					
School	Thomas Jolyffe Primary				
Academic Year	2020-21	Total PP budget 20/21	£138.120	Date of most recent PP Review	
Total number of pupils	371	Number of pupils eligible for PP	92 pupils including 6 PostLAC and 1 Armed Services pupil	Date for next internal review of this strategy	July 2021

2. Current attainment 2020 KS2 SATs		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above in reading, writing and maths	N/A	N/A
progress in reading score	N/A	N/A
progress in writing score	N/A	N/A
progress in maths score	N/A	N/A

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, applies to some but not all eligible children)*

A.	PSED skills when children enter reception are lower for pupils eligible for PP than for other pupils. As a result, this slows pupils' ability to access the learning opportunities both in reception and in subsequent years. Lockdown has also meant that children have missed out on vital interaction with others and they have therefore been unable to develop important skills that would support future learning.
B.	Language skills when children enter reception are lower for pupils eligible for PP than for other pupils. This has been exacerbated by Lockdown as pupils have missed many opportunities to develop language skills over a sustained period. As a result, pupils are less able to communicate effectively in both academic and social situations which slows their learning in reception and in subsequent years.
C.	Disadvantaged pupils are making less progress than other non-disadvantaged pupils in reading across the school and in particular in KS2. Some pupils have made little or no progress during Lockdown and the gap between them and other pupils has widened.
D.	Disadvantaged pupils are making less progress than other non-disadvantaged pupils in writing across the school. Some pupils have made little or no progress during Lockdown and the gap between them and other pupils has widened.
E.	Disadvantaged pupils are making less progress than other non-disadvantaged pupils in maths across the school. Some pupils have made little or no progress during Lockdown and the gap between them and other pupils has widened.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Some pupils have considerable social and emotional needs which require support from outside agencies as well as from the School's own nurture provision. Lockdown has been particularly challenging for some families and this has impacted on pupils returning to school and being able to focus on learning.
F.	Attendance rates for pupils eligible for PP are lower than other non-PP pupils which negatively impacts on pupils ability to access learning opportunities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop pupils' personal and social skills in EYFS and KS1 so that they access all learning opportunities and made good progress from their starting points.	All PP children achieve the expected standard in PSE. Pupils make good progress from their starting points in reading, writing and number.
B.	Develop pupils' communication and language skills in EYFS and KS1.	All PP pupils achieve at least the expected standard in Communication and Language (ELGs). Pupils make good progress from their starting points in reading and writing.
C.	Rates of progress for PP pupils across the school, and particularly in KS2 continue to improve and are broadly in line with other pupils in reading.	Pupils eligible for PP in KS1 make as much progress as Non- PP pupils compared with EYFS outcomes in reading. Pupils in KS2 make as much progress as Non-PP pupils compared with KS1 outcomes. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level.
D.	Rates of progress for PP pupils across the school continue to improve and are broadly in line with other pupils in writing.	Pupils eligible for PP in KS1 make as much progress as Non- PP pupils compared with EYFS outcomes in writing. Pupils in KS2 make as much progress as Non-PP pupils compared with KS1 outcomes. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level.
E.	Rates of progress for PP pupils across the school continue to improve and are broadly in line with other pupils in maths.	Pupils eligible for PP in KS1 make as much progress as Non- PP pupils compared with EYFS outcomes in reading. Pupils in KS2 make as much progress as Non-PP pupils compared with KS1 outcomes. Measured throughout KS1and KS2 at assessment points and through successful internal moderation, across the phase and at cluster level.
F.	Pupils and their families are supported and have access to help where available and appropriate.	Measured against targets identified through Early Help Process as well as CAMHS, the School's Mental Health Practitioner and the School's current Nurture provision.
G.	Rates of attendance for PP pupils improves and are at least in line with other non-PP pupils across the school.	Measured by attendance figures and compared to previous years. Rates of attendance are also compared to that of non-PP pupils at key assessment points throughout the year.

Intended Outcome	Actions	By Whom	Resources	Monitoring and Evaluating (success criteria)	Impact
Pupils' personal and social skills in reception and KS1 are developed to an age appropriate level ensuring they are able to access all areas of the curriculum.	<ol style="list-style-type: none"> 1. Range of classroom activities to promote positive social interaction. 2. Focus on school and class 'values' to develop awareness of theirs and others' needs. 3. Relax Kids intervention. 6 sessions over 6 weeks to promote positive, calm social interaction. 4. Collaborative working with Clopton Nursery to support the development personal and social skills ready for entering reception, including establishing a play and stay session for pre-school children and parents. 5. Continue with Forest School to develop appropriate behaviours in a range of outdoor activities 	<p>Anita Smith</p> <p>Rebecca Evans</p> <p>Isabelle Kashani</p>	<p>£1,100</p> <p>£500 £500</p> <p>£500</p>	<p>Observations of pupils.</p> <p>Half termly pupil progress meetings</p> <p>Course evaluation</p> <p>Half termly pupil progress meetings</p> <p>Half termly Pupil Progress meetings</p>	
Pupils' communication and language skills in EYFS and KS1 are developed to an age appropriate level enabling them to communicate effectively in a range of situations both academic and social.	<ol style="list-style-type: none"> 1. Use the 'Welcomm Screening' to accurately assess pupils' communication skills (1/2 day x6) 2. Implement the 'Time to Talk' programme with identified pupils to support the development of effective communication. (1/2day x2 weekly. 20 weeks) 3. School to participate in the Nuffield Early Language Intervention programme with identified pupils. 4. Ensure a language rich environment for pupils in Reception and KS1. 5. Use of the Talk for Writing approach to support pupils developing the use of a range of language structures when speaking. 	<p>SR</p> <p>SR/JC</p> <p>IK/SR/JC</p> <p>Class Teachers</p> <p>Class Teachers</p>	<p>£216</p> <p>£1,400</p> <p>See Catch Up Funding Plan</p>	<p>Re-screening of pupils to assess effectiveness of programme.</p> <p>Follow up assessment</p> <p>Pupil progress meetings</p>	
Rates of progress for PP pupils across the school and in particular in KS2 continue to improve and are broadly in line with other pupils in reading.	<ol style="list-style-type: none"> 1. All PP pupils are heard read at least 3x per week. 2. PP in Y2 and Y6 are provided with additional 'study guides' to support their reading preparation for SATs. 3. Funding allocated to ensure a good range of books which support reading which can be kept in individual bubbles. 	<p>All staff</p> <p>All staff</p> <p>MP</p>	<p>£17,500 annually</p> <p>£380</p> <p>£330</p> <p>£1000</p>	<p>Reading records</p> <p>Half termly pupil progress meetings.</p> <p>Half termly pupil progress meetings</p> <p>SATs results.</p>	

	<ol style="list-style-type: none"> 4. Continue to subscribe to 'The Power of Reading' website and use planning and resources to deliver high quality lessons. 5. Ensure staff training and support for 'The Power of Reading' is updated regularly, particularly for new staff. (Training and cover costs) 6. Continue to teach discrete comprehension lessons across the school. 7. Additional teacher employed to release class teachers to deliver specific reading interventions 8. Additional cover from SLT for class teachers to deliver specific interventions. 9. Continue to promote a love of reading through assemblies, class reading books and other enrichment opportunities. 10. Continue to enlist the support of volunteer readers across the school when appropriate and in compliance with COVID 19 guidelines. 11. Continue to work with parents/carers to engage them in listening to children read and reading for pleasure. 12. Establish a range of activities to promote reading throughout KS2, e.g. quizzes, reading clubs, book themed weeks, displays of recommended books, Battle of the readers competition, in compliance with COVID 19 guidelines. 		<p>£350</p> <p>See Catch-Up Funding Plan £4,000</p>	<p>Half termly pupil progress meetings Pupil conferencing</p> <p>Parent and pupil feedback</p>	
<p>Rates of progress for PP pupils across the school continue to improve and are broadly in line with other pupils in writing.</p>	<ol style="list-style-type: none"> 1. Continue to implement 'Talk for Writing' approach. 2. Ensure staff have regular training updates, particularly new staff 3. Additional teacher to release teachers across the school to deliver specific writing interventions 4. Additional cover from SLT to release class teachers to deliver interventions. 5. All PP pupils' books are marked first and appropriate PI intervention is planned to address any misconceptions. 		<p>£600</p> <p>See Catch-Up Funding Plan £4,000</p>	<p>Half termly pupil progress meetings</p> <p>Work scrutiny and pupil conferencing</p>	

	<ol style="list-style-type: none"> 6. Teach discrete grammar lessons weekly to support the technicalities of writing. 7. Provide opportunities to celebrate pupil's progress in writing, e.g. displays, collections of writing made into books for others to read. 				
<p>Rates of progress for PP pupils across the school continue to improve and are broadly in line with other pupils in maths.</p>	<ol style="list-style-type: none"> 1. Implement the updated White Rose curriculum across the school ensuring a clear focus on fluency, reasoning and problem solving. 2. Ensure staff have regular training to develop their skills in teaching reasoning and problem solving skills. (Inc. cover costs to support planning and in class support) 3. Continue to subscribe to 'My Maths' ensuring all pupils are able to practice and develop a range of maths skills independently. 4. Subscribe to 'Times Table Rockstars' ensuring pupils from Y2-Y6 are able to develop knowledge of their times tables 5. Additional teacher employed to support class teachers across the school in delivering specific maths interventions 6. DHT to work in Y6 1 session daily to support pupils maths understanding (40 weeks). 7. Homework will be focused on what has been taught in class so that pupils have an opportunity to practice key skills. 8. PP in Y2 and Y6 are provided with additional 'study guides' to support their maths preparation for SATs. This includes for those working at GD. 9. All PP pupils have their books marked first in order to follow up on any mistakes quickly. 10. Provide 'Precision Intervention' to follow up on any identified areas for support quickly. 	<p>SLT</p> <p>LK</p> <p>Support staff</p>	<p>£340</p> <p>£142</p> <p>See Catch-Up Funding Plan</p> <p>£9,800</p> <p>£350</p> <p>£300</p> <p>£17,500 annually</p>	<p>Half termly pupil progress meetings. Work scrutiny and pupil conferencing. Training resources</p> <p>Monitoring of My Maths usage. Half termly pupil progress meetings. Homework records</p> <p>Track pupils' x table knowledge</p> <p>Monitor PI folders Half termly pupil progress meetings</p>	

	<p>11. Continue to work with parents/carers to engage them in supporting their children with homework and learning times tables.</p>				
<p>Pupils who require social and emotional support are able to access learning more readily impacting positively on rates of progress in core subjects.</p> <p>Pupils and their families continue to be supported and have access to help where available and appropriate.</p>	<ol style="list-style-type: none"> 1. Pre-nurture programme for identified pupils in EYFS or KS1. 2. Nurture provision planned for pupils, supporting significant social/emotional development needs. 3. A range of other pastoral support is available for pupils across the school, including lunchtime Nest and Den, individual mentoring and some 1:1 support. 4. Continue to promote a 'Growth Mindset' for all pupils through assemblies, displays, workshops and through work in lessons in order to build resilience and raise aspirations. <ol style="list-style-type: none"> 1. Pastoral staff team continue to support pupils through nurture provision and mentoring. 2. Continue to support families on an informal and formal basis using the Early Help process. 3. Educational visits and County music tuition is subsidised. These will take place providing they meet the requirements of COVID guidelines. 	<p>AW, SA, LH, TB, KG,GG</p> <p>As above</p> <p>£1000 (annually)</p>	<p>£69,700 annually</p>	<p>Boxall Profile</p> <p>Social and Emotional tracking</p> <p>Half termly pupil progress meetings</p> <p>Uptake and engagement</p>	
<p>Rates of attendance for PP pupils improves and are at least in line with other non-PP pupils across the school.</p>	<ol style="list-style-type: none"> 1. Meet with parents (virtually or through phone calls) where attendance falls to 93% or less and establish a plan to improve attendance. 2. Devise incentives to encourage good attendance, e.g linked to 'Houses' and 'Dojo's'. 	<p>AW</p>	<p>£2,160</p>		