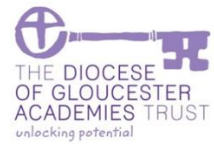




# St John's Church of England Academy

Belonging Believing Becoming



## St John's Church of England Academy 3 Year Pupil Premium Grant Strategy (New Pupil Premium Strategy written for 2021 / 2022 in line with Government Guidance.)

### Our philosophy

At St. John's Church of England Academy, we support all our pupils by providing high quality teaching, supplemented by interventions to support disadvantaged learners as and when required. The academy's leadership team and the governing body monitor the impact of spending of the Pupil Premium and interventions.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our pupil premium grant; we understand that needs and costs differ depending on the barriers to learning being addresses so as such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### Our priorities

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Continually improving the quality of teaching and learning across the school, through high quality support and continual professional development.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour and emotional wellbeing.
- Broadening and enriching disadvantaged children's wider life experiences.

### Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Vocabulary and language gap.	Lower overall attendance (94% / 97% non PP) and specific issues for individual pupils.
Poor language and communication skills.	Lack of aspirational role models.
'Outstanding' teaching not yet present in every classroom.	Lack of self-esteem and confidence due to poor mental health and wellbeing.
Low aspiration.	Social, emotional and financial issues related to family life.

### Our implementation process

We believe in selecting a small number of priorities each year and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise a plan, do and review model; this allows us to assess impact and cease or amend interventions that are not having the intended outcomes.

Our three priorities are:

- The Quality of Teaching

- Targeted Academic Support
- Wider Strategies

### Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the Pupil Premium Grant and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Pupil Premium Lead and Headteacher are responsible for ensuring a pupil premium strategy is always in effect.

### Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the Pupil Premium Grant.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

Funding summary: Year 1 – IMPACT COVID MARCH 20					
Total number of pupils	150	PPG received per pupil	£1,217.60	Indicative PPG as advised in School Budget Statement	£
		Number of pupils eligible for PPG	50	Actual PPG budget	£56,130
Funding estimate: Year 2					
Estimated pupil numbers	156				
Estimated number of pupils eligible for PPG	50				
Estimated funding	£64,145 plus underspend from 19/20 of £7411 £71,556				
Funding estimate: Year 3					
Estimated pupil numbers	150				

Estimated number of pupils eligible for PPG	50
Estimated funding	£64,145

## End of Key Stage Standards

No Data available for 2020 due to COVID-19

Key Stage	Above GLD 2017	Above GLD 2018	Above GLD 2019	National GLD 2017	National GLD 2018	National GLD 2019	PP % GLD 2017	PP % GLD 2018	PP % GLD 2019	Non PP % GLD 2017	Non PP % GLD 2018	Non PP % GLD 2019	National PP GLD 2017	National PP GLD 2018	National PP GLD 2019
EYFS	71%	62%	71%	71%	72%	N/A	33%	33%	100%	79%	74%	67%	52%	74%	N/A

Key Stage1	Phonic 2017	Phonic 2018	Phonics 2019	National Phonics 2017	National Phonics 2018	National Phonics 2019	PP Phonics 2017	PP Phonics 2018	PP Phonics 2019	Non PP Phonics 2017	Non PP Phonics 2018	Non PP Phonics 2019
Year 1	80%	94%	62%	81%	83%	82%	73%	50%	36%	82%	100%	79%
Year 2	90%	92%	89%	92%	92%	91%	70%	91%	100%	100%	93%	85%

Year 2 Pupils	Expected						Greater Depth						Disadvantage Expected						Disadvantaged Greater Depth					
	School 2017	School 2018	School 2019	Nat 2017	Nat 2018	Nat 2019	School 2017	School 2018	School 2019	Nat 2017	Nat 2018	Nat 2019	School 2017	School 2018	School 2019	Nat 2017	Nat 2018	Nat 2019	School 2017	School 2018	School 2019	Nat 2017	Nat 2018	Nat 2019
Reading	76%	77%	78%	75%	75%	75%	17%	23%	33%	25%	26%	25%	50%	73%	60%	62%	63%	62%	10%	9%	0%	24%	29%	N/A
Writing	59%	77%	72%	68%	70%	69%	7%	23%	28%	16%	16%	14%	40%	64%	60%	54%	55%	55%	0%	9%	0%	16%	18%	N/A
Maths	72%	80%	72%	75%	76%	76%	0%	23%	28%	21%	22%	20%	400%	55%	60%	62%	63%	62%	0%	9%	20%	20%	25%	N/A
Combined RWM	56%	65%	67%	N/A	N/A	N/A	%	19%	22%	NA	N/A	N/A	30%	46%	60%	NA	NA	N/A	0%	0%	0%	NA	NA	N/A

Year 6 Pupils	Expected						Greater Depth						Disadvantage Expected						Disadvantaged Greater Depth					
	School 2017	School 2018	School 2019	Nat 2017	Nat 2018	Nat 2019	School 2017	School 2018	School 2019	Nat 2017	Nat 2018	Nat 2019	School 2017	School 2018	School 2019	Nat 2017	Nat 2018	Nat 2019	School 2017	School 2018	School 2019	Nat 2017	Nat 2018	Nat 2019
Reading	50%	65%	39%	<b>71%</b>	<b>75%</b>	<b>73%</b>	19%	12%	17%	30%	28%	N/A	60%	67%	40%	71%	80%	N/A	0%	22%	10%	25%	33%	N/A
Writing	27%	59%	70%	<b>76%</b>	<b>78%</b>	<b>78%</b>	12%	0%	9%	13%	20%	N/A	40%	67%	70%	79%	83%	N/A	0%	0%	0%	18%	24%	N/A
EGPS	42%	47%	39%	<b>77%</b>	<b>78%</b>	<b>78%</b>	0%	6%	9%	24%	34%	N/A	40%	56%	40%	78%	82%	N/A	0%	0%	0%	31%	39%	N/A
Maths	39%	41 %	44%	<b>75%</b>	<b>76%</b>	<b>79%</b>	8%	0%	4%	21%	24%	N/A	0%	33%	40%	75%	81%	N/A	0%	0%	0%	23%	28%	N/A
Combined RWM	27%	35%	35%	<b>61%</b>	<b>64%</b>	<b>65%</b>	TBC%	0%		7%	10%	N/A	0%	22%	30%	47%	51%	N/A	TBC	0%	0%	4%	4%	N/A

## Intervention planning in full

Intervention A:	Continues Professional Development – Weekly staff meetings, regular in house staff training, specific training provided by outside training providers		
Category:	Quality of teaching		
Intended outcomes:	Support to deliver quality first teaching across the school	Success criteria:	All teachers judged to be good or better
Staff lead:	SLT		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>Yearly plan of staff meetings informed by the outcomes of the SDP, RAP and monitoring outcomes.</li> <li>Appropriate training, including the use of outside agencies will be used to support and develop staff. Cover will be provided.</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <ul style="list-style-type: none"> <li>Continue to provide staff meetings informed by the outcome of SDP and monitoring.</li> <li>Consider providing time for self-led professional development.</li> <li>Targets provided through completion and actions of Reading Audit by the English Hub.</li> </ul>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <ul style="list-style-type: none"> <li>Continue to provide staff training informed by the needs of the school</li> </ul>
Light-touch review notes	<p>Annual review notes</p> <p>Positive DGAT INSET focusing on curriculum - writing; phonics; SCR</p>	<p>Annual review notes:</p> <p>Phonics focus following audit from English Hub. CPD for all staff taken place in phonics, Maths, English expectations.</p>	<p>Final review notes:</p>

Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£3,000.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease X Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X
			Year 2	£1000	Year 3	£3,000.00
	Total anticipated expenditure:	£7,000.00				
Actual expenditure	Year 1	CPD £450 Staff Travel £210.35 Supply costs £300 Total £960.35	Year 2		Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£ 960.35				

Intervention B:	Targeted support to increase levels of English skills in reading.		
Category:	Targeted academic support		
Intended outcomes:	<p>Identified children will make expected or better progress</p> <p>Children will be secure in their knowledge of phonics</p> <p>Children will be able to complete reading/comprehension activities with a growing level of independence and understanding.</p>	<b>Success criteria:</b>	<p>Children will have made expected progress from their relevant starting points in reading comprehension.</p> <p>88% of Year 1 children will pass Phonics Screening test</p> <p>82% of Year 2 children will pass Phonics Screening test</p>
Staff lead:	SENDCo		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• Identify children for intervention through PP Meetings, Salford Assessment and professional knowledge</li> <li>• TA to lead Project X Phonics intervention x 1 week</li> <li>• TA to lead Project X reading intervention for each child 2 x week</li> <li>• Phonics Screening to be used to assess children at the end of terms 2 and 4.</li> <li>• Salford Screening Test to be used as assessment at the end of terms 2,4 and 6</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <ul style="list-style-type: none"> <li>• Identify children for intervention through PP Meetings, Salford Assessment and professional knowledge</li> <li>• TA to lead Project X Phonics intervention x 1 week</li> <li>• TA to lead Project X reading intervention for each child 2 x week</li> <li>• Phonics Screening to be used to assess children at the end of terms 2 and 4.</li> <li>• Salford Screening Test to be used as assessment at the end of terms 2,4 and 6</li> </ul>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <ul style="list-style-type: none"> <li>• Identify children for intervention through PP Meetings, Salford Assessment and professional knowledge</li> <li>• TA to lead Project X Phonics intervention x 1 week</li> <li>• TA to lead Project X reading intervention for each child 2 x week</li> <li>• Phonics Screening to be used to assess children at the end of terms 2 and 4.</li> <li>• Salford Screening Test to be used as assessment at the end of terms 2,4 and 6</li> </ul>
Light-touch review notes	Annual review notes:	Annual review notes: <span style="color: green;">Interventions: Project X, Phonics catch up</span>	Final review notes:



				£7545		
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/> <b>Not able to complete due to COVID</b></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£3,850.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase X Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase X Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£7545.00	Year 3	£4,250.00
	Total anticipated expenditure:	£ 12,100				
Actual expenditure	Year 1	£3,072.30	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£3,072.30				

Intervention C:	Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills		
Category:	Targeted academic support		
Intended outcomes:	Children with delayed language and communications skills will close the gap between them and their peers. Talk Boost to be used across EYFS and KSI	Success criteria:	Improved speech, language and communication skills
Staff lead:	<b><u>SENDCo</u></b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• Provide training for Year 1 and Year 2 class teachers and TAs.</li> <li>• Introduce <b>Talk Boost</b> to KSI</li> <li>• Monitor introduction</li> <li>• Use progression tool to identify the most appropriate children for the programme and track progress.</li> <li>• Discuss with ATS dates for providing training</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <ul style="list-style-type: none"> <li>• Provide training for <b>Early Talk Boost for Reception class</b></li> <li>• Continue to identify children and monitor intervention.</li> </ul> <p>Talk Boost has not taken place. Provision made for specific support in Y2 and KSI interventions.</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <ul style="list-style-type: none"> <li>• Continue to identify children and monitor intervention.</li> </ul>
Light-touch review notes	Annual review notes: Talk Boost did not take place.	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> <li>• Did not take place</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£ 1,400 .00	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£9399	Year 3	£
	Total anticipated expenditure:	£2,350.00				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£0	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£0				

Intervention D:	Vulnerable children have Thrive approach to address social, emotional and mental health issues		
Category:	Targeted SEMH intervention		
Intended outcomes:	Identified children more able to manage their emotional responses to a variety of issues.	Success criteria:	Reduction in incidents that lead to underachievement. Increase in the number of children self-managing All children accessing learning
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>Continue to identify vulnerable using the online Thrive assessment tool.</li> <li>Early identification of pupils</li> <li>Timetabled Thrive sessions for identified children.</li> <li>Social , emotional and mental health needs of pupils are also supported through curriculum activities</li> <li>Include Thrive as part of the monitoring cycle</li> <li>By Aug 2020 AB to carry out Thrive CPD to renew licence.</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <ul style="list-style-type: none"> <li>Continue as Year 1.</li> <li>Thrive training for all staff as part of an Inset day</li> <li>Start to roll out Thrive across the whole school as well as in the targeted</li> </ul>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <ul style="list-style-type: none"> <li>Investigating introducing Family Thrive and training AB in family Thrive</li> </ul>
Light-touch review notes	Annual review notes: Thrive support vital for the children at St John's. Very positive relationships between Thrive Leader and children.	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected x</li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£10,000.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease X Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase X Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£7995	Year 3	£9,840.00
	Total anticipated expenditure:	£29,540				
Actual expenditure	Year 1	Thrive Member of staff: £9694 Thrive subscription & resources £551.80	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£10,248.80				

Intervention E:	KSI and KS2 PP pupils make progress and reduce the gaps from their entry data in reading, writing and maths.		
Category:	Targeted academic support		
Intended outcomes:	Improved progress and attainment for PP children The academic gap between PP children and their peers reducing	Success criteria:	All children will have maintained or improve from their relative starting points,
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>Children to be provided with quality first teaching.</li> <li>Staff to be fully aware of barriers to learning</li> <li>Class based TAs to support PP pupils working closely with class teacher</li> <li>Termly PP Meetings</li> <li>SENDCo to deploy TAs for additional interventions</li> <li>Necessary CPD provided</li> <li>Teachers and TAs to support gap filling, MOT sessions</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <ul style="list-style-type: none"> <li>Children to be provided with quality first teaching.</li> <li>Staff to be fully aware of barriers to learning</li> <li>Class based TAs to support PP pupils working closely with class teacher</li> <li>Termly PP Meetings</li> <li>SENDCo to deploy TAs for additional interventions</li> <li>Necessary CPD provided</li> </ul>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <ul style="list-style-type: none"> <li>Children to be provided with quality first teaching.</li> <li>Staff to be fully aware of barriers to learning</li> <li>Class based TAs to support PP pupils working closely with class teacher</li> <li>Termly PP Meetings</li> <li>SENDCo to deploy TAs for additional interventions</li> <li>Necessary CPD provided</li> </ul>
Light-touch review notes	<p>Annual review notes:</p> <p>TA supporting children through class based approach and specific children attending Interventions appropriate to need within KSI and KS2.</p>	<p>Annual review notes:</p> <p>Due to COVID and the lost and missed learning we are separating the Year 1 and Year 2 pupils for English, Maths and Science in order to provide intensive teaching and learning.</p> <p>Provision made for Y1 Teacher and TA am.</p>	<p>Final review notes:</p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£35,880.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£46,535	Year 3	£32,000.00
	Total anticipated expenditure:	£101,880				
Actual expenditure	Year 1	£33,968.47	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£33,968.47				

Intervention F:	Subsidise visits out of school/residential/visitors into school for all PP children		
Category:	Wider strategies		
Intended outcomes:	All children to experience extra-circular activities/residential visits Children gain a deeper and wider understanding of the curriculum	Success criteria:	All children to experience an enriched curriculum To build an aspirational culture across the school community.
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<b>How we will implement this intervention in year 1:</b> <ul style="list-style-type: none"> <li>Ensure identification of pupils is transparent and monitored through Thrive meetings, parent meetings, 1:1 conversation with parents</li> <li>Engage with parents and pupils before activities/visits /residential starts to address concerns and questions</li> </ul>	<b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b> <ul style="list-style-type: none"> <li>As Year 1</li> </ul>	<b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b> <ul style="list-style-type: none"> <li>As Year 1</li> </ul>
Light-touch review notes	Annual review notes: COVID-19 stopped residential and trips in Summer Term.	Annual review notes:	Final review notes:



Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input checked="" type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£2,000.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease X Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease X Remain the same <input type="checkbox"/>
			Year 2	£1750.00	Year 3	£1500.00
	Total anticipated expenditure:	£5,250.00				
Actual expenditure	Year 1	£469.08	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£469.08				
Year 1 Planned Expenditure £54,330 Actual Expenditure £48,719	A	<ul style="list-style-type: none"> <li>Due to COVID-19 and the school only partially open not all interventions were completed; no visits took place after March 20 and therefore there was a carry forward of £7411.</li> <li>Curricular CPD has been a focus through the year. Two members of staff have attended GLOW Maths Mastery course – a 2 year project.</li> <li>Whole School INSET held through DGAT – Mary Myatt, Jane Consondine, Phonics</li> </ul>				

B		<ul style="list-style-type: none"> <li>• The focus has been on purchasing English resources to support phonics, reading (including comprehension), and writing.</li> <li>• In order to raise standards and improve consistency in writing across the school ensuring a range of genre and sequence of work we purchased Read in to Writing in Term 6.</li> <li>• Cracking Comprehension was also bought to target reading strategies and raise vocabulary.</li> <li>• Resources were also purchased that enabled children to continue with their learning and support home learning.</li> <li>• Due to COVID-19 school closure, the intended strategies and actions were not able to be implemented therefore no impact review can be made.</li> </ul>
C		<ul style="list-style-type: none"> <li>• Due to changes in staffing and unforeseen circumstances Talk Boost did not take place.</li> <li>• Due to the COVID-19 school closure, the intended strategies and actions were not able to be implemented therefore no impact review can be made.</li> </ul>
D		<ul style="list-style-type: none"> <li>• Thrive SEMH support and TA support have been highly effective in supporting children with their behaviour and learning.</li> <li>• Highly emotional and vulnerable children; including suffering bereavement have been supported with strategies and skills to help with their self-regulation and resilience.</li> <li>• Two members of staff are also attending ELSA training through WGSP, funded through LiNKS – LA High Needs.</li> <li>• During the period of school closure due to COVID-19, many of the pupil premium families were contacted on a regular basis by the safeguarding lead for welfare and well-being check ins. Staff ensured that families were contacted via phone, text message and email to keeps channels of communication open. Parents were supported with behaviour, work and other social issues during the period of school lockdown and when appropriate, allowed children to access places in school.</li> <li>• The business manager was on hand throughout the school closure period to support parents with accessing FSM vouchers. School also supported families with FoodBank Vouchers and vouchers from Café 16.</li> </ul>
E		<ul style="list-style-type: none"> <li>• Barriers to Learning &amp; Thriving Matrix created and completed for all classes identifying vulnerable children, their context and learning barriers. All teachers to have a clear understanding of the needs of their pupil premium children and barriers to learning. Teachers identified children's next steps and targets helping them gain greater independence when learning.</li> <li>• TA supporting children through class based approach and specific children attending Interventions appropriate to need within KSI and KS2.</li> <li>• CanDo Maths introduced to Y1 to Y6 pupils and Maths on Track sessions targeting specific children in small groups.</li> <li>• Due to the COVID-19 school closure, the intended strategies and actions were not able to be implemented therefore no impact review can be made.</li> </ul>
F		<ul style="list-style-type: none"> <li>• Support provided to ensure trips are available to all children enhancing their Cultural capital. Residential cancelled.</li> <li>• Due to the COVID-19 school closure, the intended strategies and actions were not able to be implemented therefore no impact review can be made.</li> </ul>

<p>Planned Year 2 Expenditure</p> <p>£73764</p>	<p>A</p>	<p>CPD to support to deliver quality first teaching across the school. All teachers judged to be good or better.          Worked with Mangotsfield English Hub to upskill staffs subject knowledge in phonics; class teaching and interventions.          Phonics CPD undertaken by all staff. This will continue in 2021 / 2022 with the purchase of Essential Letters and Sounds and related CPD.          Maths CPD for all staff on the 5 Big Ideas, Glow Maths, CanDO. Impact of CPD can be seen in lessons and in the confidence of pupils using CPA/ Manipulatives.          Reading – Whole class teaching of reading introduced, purchased Cracking Comprehension. Teachers more confident in teaching comprehension strategies. Consistency and impact can be evidenced across the school. Pupils accessing high quality texts. Pupil conferencing showed that children were enjoying the reading sessions and they could explain their learning. Pupils have a ‘Learning toolkit’ which contains their work, vocab, information about what they need to know relating to each element.          Writing – Read into Writing introduced provides a systematic approach to the planning of writing across the school.          Pupil Conferencing for Read into Writing shows that children enjoy the books that are used for their writing and that they are proud of their writing. Scaffolding is provided to enable pupils to access the text and provide a structure to produce good quality writing.</p> <p>CPD has supported expectations of consistency of teaching approaches and assessments of pupils’ learning.          Teachers constructively use the information they collect about what pupils can and cannot do to plan work that moves pupils’ learning on and is appropriately challenging.</p> <p>Monitoring shows that there is a consistency in approach across the school in the teaching of phonics, reading, writing and mathematics. Staff knowledge and confidence has increased.</p>
	<p>B</p>	<p>Termly Pupil Progress Data meetings are held to review current data and plan appropriate interventions for pupils. SENDCo liaises closely with staff to match interventions to need.          Targeted support to increase levels of English skills in reading.          Phonics Milestone documents produced to ensure all staff are aware what needs to be covered during each half term and what the pupils should achieve. This was also re-written to address impact of COVID. Reading books are organised according to phonic phases. Phonics approach is consistent across the school.          There are phonics interventions in place including Project X Phonics, Dancing Bears, Bearing Away and Apples and Pears.          Project X Phonics targeted at Y1, Y2 and children in Y3 for children who did not pass phonic screening and further impact caused by COVID lockdown.          Project X Code undertaken with Key children in KS2.          Phonics screening test Y1 / Y2          Y2 phonics Autumn 2020 87.5%</p> <p>Y1 Phonics Summer 2021 83% with children who attended full academic year at St John’s C of E Academy.</p>
	<p>C</p>	<p>Provision made within classes to support children in EYFS and KS1 with speech, language and vocabulary. Where further need is identified speech and language interventions are provided in EYFS and KS1 using the Black Sheep scheme and supporting advice from Speech Therapy professionals.</p>

	D	<p>Thrive – Staff received training in Thrive strategies from Internal Practitioner as part of program to support children during COVID pandemic. File of resources also created for all staff.</p> <p>Thrive member of staff has been on long-term sick and therefore no Thrive sessions for pupils has taken place.</p> <p>Two members of staff trained in ELSA approach.</p> <p>Staff received CPD in supporting children with their emotional well-being. Emotion stations established in all classrooms. Resources purchased for CALM boxes in each class.</p> <p>NAVIGATE and SCARF resources purchased and programs delivered weekly in each class.</p> <p>In pupil conferencing pupils say that they feel safe at school and at home. They were clear that the taught RSHE curriculum (Scarf) had helped them learn about themselves and had supported post lockdown 3 and the return to school.</p>
	E	<p>In order to address impact of COVID lockdown Year 1's and Year 2's were taught separately for the morning sessions where they received direct bespoke teaching in phonics, English, Maths and Science.</p> <p>This provided them with quality first teaching and targeted support from a Teacher and TA to address needs and close the gaps which had been further impacted by the COVID lockdown.</p> <p>Staff know our children well and are fully aware of the barriers to learning for individual children.</p> <p>Class based TAs employed in EYFS and Y1, Y2 in the mornings work closely with the class teacher to support PP pupils.</p> <p>Data analysed termly to review progress of disadvantaged pupils and what class support and interventions are needed to address any gaps.</p> <p>SENDCo deploys TAs for additional interventions</p>
Planned Year 3 Expenditure	2021 / 2022	Changed to new Pupil Premium Strategy Document 2021 – 2022.