

Pupil Premium Strategy Statement (April 2020-July 2021) Review

School overview

Metric	Data
School name	St John's C of E Middle School
Pupils in school	658
Proportion of disadvantaged pupils	17.3%
Pupil premium allocation this academic year	£132,490
Academic year or years covered by statement	2019/20– 2020/21
Publish date	July 2021
Review date	July 2022
Statement authorised by	A Elwell
Pupil premium lead	K Medway
Governor lead	S Keepax

Disadvantaged pupil (DAP) performance overview for last academic year

2021 Entry to Exit Data

- 77% of PP pupils made expected progress and 38% made accelerated progress in **English**, compared to national figures of 75% and 25%. This shows that a good proportion of our PP pupils are closing the gap when compared to national data.
- 100% of PP pupils made expected progress and 70% made accelerated progress in **Maths**, compared to national figures of 75% and 25%. This shows that a significant proportion of our PP pupils are closing the gap when compared to national data

Measure	Maths	English
Percentage making expected progress from entry to exit	100% (GL Nat 75%)	77% (GL Nat 75%)
Percentage making accelerated progress from entry to exit	70% (GL Nat 25%)	38% (GL Nat 25%)
Attainment – Average APS Entry to exit Year 8	Entry APS - 87.1 Exit APS - 99.5	Entry APS - 94.9 Exit APS - 98.1

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress	<p>Increase the percentage of disadvantaged pupils making expected, or better, progress and working at an age-related standard in reading and writing.</p> <p>Evidenced by the performance in assessments compared to baseline assessment.</p>	July 23

COVID-19	<p>Pupils working below age related standard including those impacted by Covid-19 closures make accelerated progress through well-planned targeted interventions.</p> <p>Evidenced by the performance in assessments compared to baseline assessments (Autumn 2020)</p>	July 23
Attendance	<p>Increase attendance at school and parental engagement.</p> <p>Lack of communication from parents evidenced via staff feedback, failure to return forms etc and attendance to meetings and parents evenings. Overall attendance is good, but improvements need to be made in narrowing the gaps with PP pupils.</p>	July 23
Behaviour and Attitudes	<p>Continue to support pupils, increase cultural capital and reduce Behaviour data gaps for disadvantaged Learners by developing and embedding the Behaviour for Learning and Positive Relationships policy</p> <p>Reduction seen in exclusions and time out of lesson for disadvantaged learners.</p>	July 23
Wellbeing	<p>Plan and implement a recovery curriculum, rebuilding community and supporting PP pupils and their families following school closures</p> <p>Improvements seen in 'Landscape of the Mind' profile scores for high focus pupils.</p>	July 23

Teaching priorities for current academic year

Measure	Activity
Priority 1	Restructure of English department academic intervention structure and reading strategy.
Priority 2	Setting allows for smaller group sizes and more targeted support.
Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes for disadvantaged learners compared to their peers.
Projected spending	36, 000

Targeted academic support for current academic year

Measure	Activity
Priority 1	GL assessments used to target English and maths interventions across school for low attaining disadvantaged pupils
Priority 2	Additional support staff and teaching staff to allow smaller group sizes and targeted timely support.
Barriers to learning these priorities address	Low levels of parental support influencing low outcomes for disadvantaged learners compared to their peers.
Projected spending	36, 000

Wider strategies for current academic year

Measure	Activity
Priority 1	Appointment of a Pupil Premium Mentor to develop greater engagement from target families.
Priority 2	Improve the Pastoral support programme with a graduated approach involving Signs of Success planning and review.
Priority 3	Purchase of 40 laptops for blended approach to learning
Priority 4	Levelling fund increased due to financial hardship experienced due to furlough and Covid impact on earning power.
Barriers to learning these priorities address	Attendance and poverty concerns which then impact on the pupil's wellbeing and ability to learn.
Projected spending	60,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of twilights and additional cover being provided by staff where necessary. Use of blended approach with online delivery methods.
Targeted support	Ensuring all year groups have enough staff for school support groups and targeted interventions	TAs and Intervention teams deployed based on needs identified from assessments. Clear structure developed for both academic and pastoral needs.
Wider strategies	Engaging the families facing most challenges	Appointment of a Pupil Premium Mentor and additional trained staff as part of the pastoral support team.

Review: past year's aims and outcomes (Year 1 of a 3 year plan)

Aim	Outcome (Achieved/Partially/Not achieved)
Increase the percentage of disadvantaged pupils making expected, or better, progress and working at an age-related standard in reading and writing.	Partially – 77% making expected progress in English GL Assessments from Entry to Exit. (Above National of 75%) Remains focus on school development plan.
Pupils working below age related standard including those impacted by Covid-19 closures make accelerated progress through well-planned targeted interventions.	Partially - Average Point scores show that there has been a significant closing of gaps caused by school closures. Some small gaps remain but by Key Assessment 2 (March 2022) the majority of these will have been addressed.
<p>Increase attendance at school and parental engagement.</p> <p>Lack of communication from parents evidenced via staff feedback, failure to return forms etc and attendance to meetings and parents evenings. Overall attendance is good, but improvements need to be made in narrowing the gaps with PP pupils.</p>	<p>Partially</p> <p>Covid and where pupils were Clinically, critically vulnerable created challenges not previously experienced and particularly the school closures from January to March.</p> <p>Contact was maintained and plans put in place where attendance was more difficult for some pupils on their return. These were successful on the whole and, where they were not, further support was accessed.</p>
Reduce exclusions and time out of lessons for Disadvantaged Learners by developing and embedding the new Behaviour for Learning and Positive Relationships policy	Partially – Reduction in number of fixed term exclusions. Increase in number of successful pastoral support plans and number of meetings and conversations with parents. Looking to reduce time out of lessons more with revisions to policy.
Plan and implement a recovery curriculum rebuilding community and supporting disadvantaged, learners and their families following school closures.	<p>Achieved</p> <p>Improvement in landscape of the mind responses demonstrated that children felt more connected and that the support was effective in supporting them.</p>