



Pupil Premium Strategy

2021-2022

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

Detail	Data
School name	Samuel Lucas JMI School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	30 th September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tracy Thomas
Pupil premium lead	Mrs Angela Tarr, Mrs Jes Hull & Mrs Kate Kenny
Governor / Trustee lead	Kate Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38900
Recovery premium funding allocation this academic year	£4495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43395

Part A: Pupil premium strategy plan

Statement of intent

All PP children will achieve well across the curriculum as well as have opportunities to excel at, benefit from and enjoy enrichment activities. They will catch up (any missed learning due to COVID) and keep up with their learning. All children will make excellent readers. Children's wellbeing will be supported.

Challenges

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

Challenge number	Detail of challenge
1	Many of the PP children have additional challenges e.g. SEN or previously LAC
2	There was less engagement with home learning, during COVID lockdowns, from PP children who now need catching up.
3	COVID adversely affected the mental health of staff, pupils and their wider families. This disproportionately affected PP children. This has been evident in their response to social situations post lockdown and their lack of attainment in PSHE RSE.
4	Some children do not have access to sporting and extra-curricular activities.
5	Some children do not have access to required technology and equipment at home.
6	Some children do not have good role models at home who model and understand the importance of lifelong learning. This impacts on the level of support provided at home for home learning and reading.

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.

Intended outcome	Success criteria
1. Previously LAC children to feel safe and secure in school. SEN children to make good progress.	Children will attend Lunchtime Club and other clubs offered to support them during unstructured times like lunchtime. One-to-one support to be offered where and when necessary.

	<p>Referrals made to NHPBSS to offer advice and support for these pupils.</p> <p>Nurture groups including Art Therapy and Drawing & Talking type interventions.</p>
<p>2. Children's gaps in their learning to be filled.</p>	<p>Areas of learning that have been missed will be identified.</p> <p>These areas to be specifically taught and indicated on Insight once achieved.</p> <p>Monitoring of planning, book scrutiny and other support for PP pupils to ensure gaps are being filled.</p> <p>Reading Fluency group for targeted PP pupils as well as almost daily additional 1:1 reading opportunities.</p> <p>Additional phonics support for KS1 PP pupils from PP teacher.</p>
<p>3. Children will feel safe in school and confident in large social situations.</p>	<p>Teachers to embed learning from Jigsaw and the Zones of Regulation, applying the 5 R's and mindfulness.</p> <p>PP teachers will be an additional adult on the playground at break times to support PP children to apply the above.</p> <p>Older PP children to read with younger peers several times per week.</p> <p>Staff will observe happier playtimes (CPOMS reporting will reflect this) and children will be ready to learn after break and lunch times. Children will feel more confident expressing their emotions.</p> <p>Teachers will receive Mental Health CPD and use the strategies and feel confident implementing it with a consistent whole school approach.</p>
<p>4. Children will have higher self-esteem, better relationships and life skills will be enhanced.</p>	<p>Children will be given access to sport and enrichment activities both in and out of school to widen their experience.</p> <p>Pupil voice will show that children will have higher self-esteem as a result of these opportunities.</p> <p>PP pupils will be given the opportunity to engage in trips and clubs to improve life skills (trip to the local supermarket, food technology clubs etc.)</p> <p>PP children will have access to on-site before and after school childcare where appropriate. As a result, their social and play skills will improve.</p>
<p>5. Children will have equal access to technology to complete any online learning.</p>	<p>Children will have access to greater levels of support to help with home learning through a weekly homework club run by teachers.</p> <p>PP children will be given priority in homework club with laptops available to</p>

	<p>them. PP teacher will support these children where necessary during the homework club with their online homework. Children will have the tools to successfully complete home learning to the best of their ability through resource packs that will be given to all PP children.</p> <p>Where necessary children will be given the opportunity during school to access assistive technology to aid their learning. PP children will be given priority to learn how to touch type.</p>
<p>6. PP Parent and staff relationships will be improved. Parents to have a better understanding of the importance of education and to feel heard.</p>	<p>Staff to build relationships with PP children be good educational role models to them, through all the clubs and provisions listed above and through 1:1 nurture sessions where necessary.</p> <p>Parents will be notified of and encouraged to attend Class Information, English, Phonics and Numeracy Information Evenings and where they don't attend, information to be shared with parents over the phone or at another time.</p> <p>Parent voice will indicate that they feel supported by school staff and feel that their voice is heard.</p>

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: £ 28000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	The best way to support PP children is known to be high quality teaching. This will positively affect children's attainment.	1, 3
PP Teachers to cover classes when Class Teacher attends CPD courses	This avoids supply cover being necessary. PP children feel comfortable because the teachers know them. Whole school behaviour policy and expectations will be consistently used.	1,3,6
An extra teacher in Year 4 (highest proportion of PP children in this year group)	High quality teaching increases outcomes. Whole school behaviour policy and expectations consistently used.	1,3
Two teachers responsible for pupil children and supporting class teachers.	Children and staff will have built strong relationships. Whole school behaviour policy and expectations consistently used.	1,3, 6

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

Budgeted cost: £ 14895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular one-to-one reading Small group reading with a focus on comprehension	Rapid reading progression will support writing and all areas of learning. Progress will be evident on Insight.	1,6,2
One-to-one phonics to fill gaps	Reading and writing will improve. Evidence will be seen in Insight.	1,6,2

Monitoring of planning and book scrutiny.	Evidence shows that feedback is vital for children to progress. PP Teachers will check that the work is of an appropriate challenge, can be accessed by the PP children and that enhanced feedback is given.	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support at break time	Our children often find it difficult to have successful break times. See CPOMS logs.	3,4,6, 1
Enrichment Clubs	Pupil voice.	3,4,6
Eco cooking	Evidence of poor dietary and nutritious choices.	3,4,6
Lunchtime support	CPOMS logs show that PPG children require a more structured lunch time.	3,4,6,1
Peer reading	Raises self-esteem.	3,4,6
Homework club and Reading club	These children consistently don't complete their homework or read often at home. This gives them the opportunity to complete these tasks in school	2,5
Ad hoc meal provision	Children not had breakfast at home and unable to focus on learning. Breakfast is provided. On occasion, if lunch is insufficient, a school dinner given. Children will focus on their learning better if they are not hungry.	6
Pastoral interventions including Nurture Groups, Protective Behaviours, Drawing and Talking, Art Therapy, sensory circuits and mindfulness	Pupil voice. Evidence of improved behaviour from class teachers.	1, 3

Total budgeted cost: £ 43395

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The vast majority of PP children made positive progress in reading, writing and maths with this additional support this academic year (evidence can be found in school data reports). This was despite the disruption of another national lockdown. In the Summer Term, the success in reading was due to a huge amount of additional support with reading fluency and daily reading resulting in many children moving up several reading levels.

There has been some positive impact in places with speech and language support for PP children due to the regularity and uniformity of the support. However, county speech and language services have been over stretched since COVID and so we have received very little professional support. There would undoubtedly have been more impact were we to have been able to access professional advice more readily.

Pupil voice and classroom observations tell us that the use of the Zones of Regulation across the school have had a strong impact on the children being able to come back to school and settle quickly. This has been particularly noticed with most of our PPG pupils. We will continue to embed and use this approach next academic year.

All pupils were taught to access and use Google Classroom in the Autumn Term and parents were contacted and encouraged to support their children with this for homework. Resource Packs were sourced, created and collated and then provided to all PPG pupils to ensure access to necessary resources and equipment whilst learning at home. We provide packs such as these for PPG pupils each year anyway, but additional resources were added this academic year due to home learning.

Initially this was intended to be used to help parents to better support their children with their homework. However, once a second national lockdown occurred this was tweaked. The support in this area ended up being much more personal and tailored to individual needs once school closure occurred again. E-safety documents were shared with all parents to support their children.

Sharing strategies of how to support learning at home (to include resources). Such as: English (including phonics) and numeracy information power points for parents E-safety workshop for parents and support to enable them to effectively help their children with their learning at home. However, once a second national lockdown occurred this was tweaked. The support in this area ended up being much more personal and tailored to individual needs once school closure occurred again. E-safety documents were shared with all parents to support their children.

Due to COVID "bubbles" and government rules this year, residential trips were not possible. However, funding was used to offer day trips in the Summer Term. Funding was also used to cover swimming lessons also in the Summer Term.

Jigsaw subject leaders undertook a learning walk and observations and found that PPG children had not made good progress in PSHE RSE. As a result, additional CPD was delivered on Jigsaw to improve the teaching and delivery of PSHE particularly to improve our PPG children's PSHE skills.

Due to COVID, the whole school training has been postponed to the Autumn Term. A whole school pupil survey was undertaken in the last week of the Summer Term and found that children did feel safe and secure in school on the whole. Those that didn't were supported on an individual basis with 1:1 play therapy being provided as well as Drawing & Talking sessions.

Most groups were unable to take place due to COVID, however, staff worked hard to ensure that the most vulnerable children were supported where possible and positive outcomes were seen in these cases (see pupil voice and TA Intervention Record Sheets). Drawing and Talking continued where necessary but within a bubble so Class TAs undertook this. This was hugely beneficial for those pupils (Confidential SDQs monitored the impact of this).

COVID and national lockdowns severely disrupted 1:1 nurture sessions and therapy that had been planned.

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

Externally provided programmes

Programme	Provider
Touch Typing Programme	English Type
Phonics	Monster Phonics
PSHE RSE	Jigsaw
Emotional Support	Zones of Regulation
Bereavement Support	Stand by Me

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	For the service children the focus was on English as they both needed the most support in this area. Both children

	received weekly support with writing or phonics and reading from a PP teacher (one in a small group and the other 1:1) during the Autumn and Summer Terms. During lockdown both children were monitored and completed home learning.
What was the impact of that spending on service pupil premium eligible pupils?	Both children showed progress with reading and writing in the summer data report despite the lockdown in the Spring Term.