# Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
|  School name | John Keats Primary School |
| Pupils in school | 108 |
| Proportion of disadvantaged pupils | 58% |
| Pupil premium allocation this academic year | £69,000 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | Sept 2020 |
| Review date | Sept 2021 |
| Statement authorised by | Matt Rose |
| Pupil premium lead | Matt Rose |
| Governor lead | Maurice East |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | N/A |
| Writing | N/A |
| Maths | N/A |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | N/A |
| Achieving high standard at KS2 | N/A |

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| **Measure** | **Activity** |
| Priority 1 | All staff trained in phonics and teach – in order to support language interventions and development  |
| Priority 2 | Purchase of new reading scheme to be rolled out across all staff through training in its use |
| Barriers to learning these priorities address | Addressing the language deprivation of our children through ensuring staff use evidence-based whole-class teaching interventions |
| Projected spending  | £69,000 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | 75% | July 2021 |
| Progress in Writing | 69% | July 2021 |
| Progress in Mathematics | 76% | July 2021 |
| Phonics | 82% | July 2021 |
| Other |  |  |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Introduction of Teachh stations in specified areasTeam teaching opportunities supported by SALTTraining from SALT and SENCO and phonics consultant from across the trust Use of performance poetry sessions for all year groups with specialist teacher  |
| Priority 2 | Purchase of new reading schemeTraining on new scheme and online services provided by scheme |
| Barriers to learning these priorities address | Encouraging wider range of reading |
| Projected spending | £69,000 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Including targeted children in the breakfast club and after school provision  |
| Priority 2 | Sharing a part-time Pastoral Manager with trust schools to support families with attendance and acute need |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils |
| Projected spending | £10,000 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given to allow for staff CPD | Use of INSET days and additional cover being provided by senior leaders/HLTAs |
| Targeted support | Providing time for training and use of the new reading scheme and that this is reflected in planning | Ensure staff meeting time is allocated and SLT have time to monitor scheme implementation |
| Wider strategies | Engaging the families facing most challengesEnsuring TopMark are included in engaging with identified families | Working closely with CET on cross-school outreach programme |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| In school SALT to deliver speech and language interventions throughout the school and to develop knowledge and skills for new teachers, support staff and parents. | Achieved |
| Forest School training – Develop children’s Oracy skills, and encourage use of the nature reserve. | Achieved |
| Further development for new and existing staff of feedback and marking to include conferencing, verbal feedback, self and peer assessment and live marking. | Started – interrupted in Spring term (COVID) |