

# ST CLEMENT'S & ST JOHN'S CE INFANT SCHOOL

## Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, particularly those who may be 'disadvantaged' due to their socio-economic background. Our core principles guide the Pupil Premium Grant use and our whole school approach.

### Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'  
<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

<https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/>

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise through Rosenshine's Principles of Instruction's key elements of effective practice
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure

4. To empower, coach and nurture children, that they can achieve to the best of their

**ability.** Students levels of self esteem are a significant determinant in academic achievement (Cooperfield 1967)



### Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind  
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

3. To have a relentless and persistent focus on oracy, reading and phonics so every child leaves SCSJ with a solid level and love of reading.

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 **CIC Talking About a**

We do this by developing

- Early academic intervention and pre tea

### Wider Approaches:

Whole school or non-academic

5. To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

6 To develop support networks around families, including attendance support.

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour **EEF A Tiered approach**

We do this by:

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion & curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy, reading and phonics

7. To build supportive relationships with the families of each disadvantaged child

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school

Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

## 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 is part of a three year strategy from 2021-24.

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. New strategies in blue. This year's funding in black, next year's in blue.

### School overview

Detail	Data
<b>ST CLEMENT'S &amp; ST JOHN'S CE INFANT SCHOOL</b>	
Number of pupils in school	267 (July 2022)
Proportion (%) of pupil premium eligible pupils	37.45% Oct 2021 42.32 % (113 pupils- Jul 2022)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	SEPTEMBER 2022
Date on which it will be reviewed	JULY 2023
Statement authorised by	ANDY POOLE
Pupil premium lead	HEATHER TORRENS
Governor / Trustee lead	DEBI MATTHEWS

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,721
Recovery premium funding allocation this academic year	Recovery Premium income - £14,283 / School-led Tutoring Grant - £9,082.50  c/f from prev year 12,102
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NONE
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 136,721

# Part A: Pupil premium strategy plan

## Statement of intent

- *What are our ultimate objectives for our disadvantaged pupils?*

As an Outstanding church school, the 4 C values of confidence, compassion, creativity and curiosity are deeply embedded across school life and curriculum, and integral to daily language. The Bible quote which speaks of plans and hope for a good future are motivational for learning.

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, we aim that pupils will leave this school with a love of books, of story and the skills to read. This will then support them in accessing the wider curriculum. They will leave our school having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the foundation subjects.

*How does our current pupil premium strategy plan work towards achieving those objectives?*

Evidence suggests pupil premium spending is most effective when used across three areas. (Gov research, 2022 <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>)

### **1. High-quality teaching, such as staff professional development.**

Since the pupil intake to St Clement's has always been considerably higher in deprived pupils than similar schools in the area and nationally, staff training in the most effective practice is vital. Rosenshine's Principles of Instruction defines the key elements of effective practice, based on research, and including cognitive science. This is designed to give direct links from research into practice for all our pupils to achieve academically. The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium on supporting high-quality teaching (EEF Updated April 2022 [https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil\\_Premium\\_Guide\\_Apr\\_2022\\_1.0.pdf?v=1650463957](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957))

### **2. Targeted academic support, such as coaching and mentoring.**

Targeted VIVA-GO values based, solution focused coaching empowers the pupils to reflect, take responsibility for and have resilience in their own learning and trust in relationships. " Feedback should improve the learner not the work. After feedback, students should be able to do better on future tasks that they have not yet attempted" (Dylan William, 2018).

### **3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.**

We identify and invite disadvantaged pupils to the 4Cs club, which has significant impact on attendance, behaviour, learning readiness through gross

and fine motor skill activities, food provision, Big Values team Craft projects, social and oracy focus.

*What are the key principles of our strategy plan?*

1. **Ongoing work to develop the curriculum**, finely tuning it to develop smoothly from EYFS strategy across KS1, ensuring it is thoughtfully chosen and correctly sequenced so that pupils can engage, learn and remember it (outlined more specifically in the SIP)
2. **To use evidenced targeted intervention to support pupils who are at risk of falling behind.** Focus on early identification, especially in EYFS.
3. **To have a relentless and persistent focus on oracy, reading and phonics so every child leaves SCSJ with a solid level and love of reading.** To work to develop pupils' communication and language skills
4. **To empower, coach and nurture children, that they can achieve to the best of their ability.**
5. **To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not**
6. **To develop support networks around families, including attendance support.**
7. **Pastoral, emotional and attendance support to remove barriers that may stop pupils achieving.**
8. **To build supportive relationships with the families of each disadvantaged child, including empowering parents to understand how to best support their child at home**

## Challenges

Work with the school improvement team across 2021-2022 have demonstrated the value in improving outcomes in oracy in order to improve reading and writing outcomes.

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

Challenge number	Detail of challenge These are the things we have tried to address with our plan
1	<p><b>Language issues</b> that may hinder academic progress</p> <p>Communication and Language assessment on entry Sept 2021 level for EYFS highlight language deficit.</p> <p>Lower levels of English spoken at home.</p> <p>High EAL numbers (combined with poor first language acquisition)</p> <p>Transient school population</p> <p>SEN numbers.</p> <p>DFE reading focus identifies how much talk needs to be present in EYFS and KS1 to engage children with learning language.</p> <p>Both lockdown periods resulted in lower levels of spoken English for EAL pupils.</p>

2	<p><b>Much lower EYFS attainment on school entry across all areas historically.</b>  Many are a year or more behind their chronological age.  Historically speaking, writing, managing feelings and behaviour are barriers to achieving GLD at end of EYFS.  Regression due to school closures / increased emotional support required</p>
3	<p><b>Social and economic deprivation-</b> High levels, resulting in significant Social and Emotional barriers.  Poor housing conditions for many families, with a high number of bedsits and hostels.  Significant issue of lack of space both inside and outside of houses likely to affect children's mental health.</p>
4	<p><b>Poor attendance</b> of identified families leads to individualised barriers Average attendance rates for PP pupils last year was 86.26 % (Non-PP was 88.75 %)  Non- EAL families, online learning attendance engagement very sporadic.  Outcomes were often not met.  Is our attendance poor – isn't it broadly in line?</p>
5	<p><b>High rates of the toxic trio due to DA, drug and alcohol misuse</b>  Higher levels of Children's Social Care involvement during past 18 months, for families in crisis.</p>

## 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
<p>% of disadvantaged pupils meeting ARE rises each year, from previous attainment position</p> <p>GLD will be 65% (comparable with National GLD for new EYFS).</p> <p>Pupils remember the key learning set out in the intended curriculum</p>	<ul style="list-style-type: none"> <li>Any gaps in learning are quickly identified, and acted upon. These are targeted in class and where necessary through intervention. % progress and attainment continues to rise.</li> <li>Interventions demonstrate accelerated progress (measure of this is set up for each existing intervention) See data.</li> <li>Classroom teaching is of consistently high quality Rosenshine's Principles of Instruction defines the key elements of effective practice, based on research, and including cognitive science.</li> <li>Success will be demonstrated through more disadvantaged children achieving ARE outcomes in CL (EYFS) and SL (KS1).</li> <li>Reduction in gap for disadvantaged pupils between PD and SL in EYFS.</li> <li>Fully implemented and updated curriculum progression documents at end of Summer 2022 in place to run fully across 2022-23</li> <li>Emphasis on staff CPD and time to develop subjects will continue to ensure subject leadership has impact</li> </ul>

	<p>across the new curriculum, being accurately measured, supported and identified.</p> <ul style="list-style-type: none"> <li>• Leadership will also provide opportunity for all subject leaders to attend the relevant CLP training opportunities.</li> <li>• All staff supported to use systems which support PP consistently. Revisiting of Weekly bulletin highlighted specific area each week to focus on, with research from EEF as research background for this.</li> </ul>
Pupils at least return to previous attainment position before school closures	<ul style="list-style-type: none"> <li>• Identified pupils who have dropped since previous position show gaps are being filled and they are catching up (triangulation approach)</li> </ul>
<p>Year 1 children achieving +80% expected in the phonics screening check in Summer 2023.</p> <p>+90% Year 2 phonics in Summer 2023.</p>	<ul style="list-style-type: none"> <li>• Clear sequenced phonics programme is in place and will continue to be taught consistently throughout the school.</li> <li>• Multi-sensory approach including phonics songs with actions for pupils who are both disadvantaged and with SEN.</li> <li>• Phonics programme catch- up for all KS1 children, and disadvantaged children prioritised. Pupils falling behind quickly identified and received targeted intervention</li> <li>• All pupils pass phonics unless an identified cognition and learning need means progress may be slower. Where this is the case pupils still show progress in sounds learnt over time.</li> </ul>
Attendance at least 95%	<ul style="list-style-type: none"> <li>• Attendance figures half termly</li> <li>• Where pupils have an attendance below this this is improving</li> <li>• School attendance policy and LA help is accessed is followed to support families</li> <li>• Potential parent coaching for parental attendance support.</li> </ul>
Barriers to learning for identified pupils is reduced	<ul style="list-style-type: none"> <li>• Pupil by pupil assessment.</li> <li>• Pupils are accessing learning through appropriate scaffold.</li> </ul>
All pupils fully included in all aspects of school life	<ul style="list-style-type: none"> <li>• After school provision to meet the needs of our cohort. School led After School Club aligns to vision and values of the school with familiar and trusted leaders.</li> <li>• All disadvantaged pupils had opportunity to attend a weekly session of the ASC.</li> <li>• A six week block of 4Cs after school club offered to disadvantaged pupils, initially KS1 tailored to gross or fine motor skill development, including school values themes, reading, arts and games to enrich and better engage with learning outside of school hours.</li> <li>• 100% attendance on school trips.</li> <li>• Continuation of club running at capacity for children from PP and SP from St Clement's School. Current collaboration at the Junior school, Bethany over 2022-23 with new Junior PP lead.</li> <li>• Pupils are accessing school uniform fund</li> </ul>

	<ul style="list-style-type: none"> <li>Provision will also support home learning outcomes, with additional support for reading being given by staff for pupils at the ASC.</li> </ul>
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Activity in this academic year

This details how we intended to spend our pupil premium (and recovery premium funding) **this past academic year** (2021-22) to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Oracy, reading and phonics</b></p> <p>Continuous research and CPD around reading and phonics. Early assessment and intervention strategies. Strategies including action songs for RWI.</p>	<p>At 5, a child who has a problem with S&amp;L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 <b>CIC Talking About a Generation Study</b></p>	<p><b>1. Language issues</b> that may hinder academic progress. Low levels of communication and language for many pupils within the school (58% EAL)</p>
<p><b>Quality first teaching</b></p> <p>CPD and NQT coaching now followed by appraisals, observations, monitoring and feedback. Focus on disadvantaged, including weekly points of action. Extra reading Priority interventions Priority targeted attention and focus in class</p>	<p><i>John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'</i> <a href="https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/">https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/</a></p> <p><i>EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant</i> <a href="https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/">https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/</a></p>	<p><b>2. Much lower EYFS attainment on school entry</b>, therefore catch-up was necessary and a driver for us.</p>
<p><b>Family workshops-</b> phonics, online support, reading, worship community gathering, coffee mornings. <b>Parent support worker</b> was formally Trust social worker</p>	<p>Charles Deforges: parental involvement is a more significant predictor in academic attainment than school Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)</p>	<p><b>3. Social and economic deprivation and high rates of poor parental mental health, domestic abuse and drug and alcohol misuse</b></p>

<p>therefore high level of experience, strategy and network to support parents.</p> <p><b>ELSA and Nurture identification, support and evidence.</b></p> <p>Explore academic support alongside/ within nurture and ELSA provision. VIVA-GO</p>	<p><a href="https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/">https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</a></p>	<p>This results in significant pupil Social and Emotional barriers and disadvantage.</p>
<p><b>Parent support</b> including collaboration with local church for 'Love your neighbour' food parcels and mentors.</p> <p>Exploration of VIVA-GO parent coaching.</p>	<p>While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour <b>EEF A Tiered approach</b></p>	<p><b>4. Poor attendance</b> of identified families</p> <p>Included Social Care involvement and support, 12 week Fast Track to Attendance process with the next step being application for Fixed Penalty Notice. Church support with food and fun sessions in holidays, enrichment activities.</p>

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Behaviour support</b></p>	<p>Consistent positive behaviour programme, trialled and developed over a number of years from initial whole school training 'Leading Behaviour Change' by Paul Dix of Pivotal education. (When the adults change, everything changes)</p>	<p>2) increased emotional support in line with this policy given as appropriate.</p>
<p><b>Wider opportunities</b> <b>4Cs after School club</b> After school provision to meet the needs of our cohort. Disadvantaged pupils invited for sessions, mainly KS1 tailored to child need for gross or fine motor skill development.</p>	<p>PUPIL PREMIUM MENU EVIDENCE BRIEF EEF April 2022</p> <p>Extra curricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p>	<p>2) Limit on finances can limit access to resources families can access to support and enrich learning, access to books and library, finance driven activities: trips and clubs</p>

Example quotes re PP extended school support:

Parents:

"We have noticed a big difference in her since she started enjoying the club. She is now confident. She can decide what she wants to do"

"She feels independent. Something just for her. I see that my child is thriving through it which is great."

“His behaviour has settled. He is better in classroom and learning more. The boxing really helped his autism as did the dancing, monkey play and climbing.”

Teacher/ leader examples:

“She is being discharged from the paediatrician- she was wobbly before- no climbing or running. Now she climbs all over the monkey play! She didn’t talk, now come out of her shell. Her diction is more clear and will talk to adults too. She is completely different and thriving in her learning. She is smashing her Common exception words and spelling!”

“He is a lot happier. He has more feelings- he expresses feelings better now than he used to.”

<b>Attendance</b>	Experienced Parent support worker employed who was former Trust social worker. See appendix 1 for three examples of effectiveness.	4. Poor attendance of identified families
<b>Well being</b>	Values based, solution focused coaching for deprived pupils, VIVA-GO, to build metacognition and ownership of own learning.	3. 5. Area of deprivation

**Total budgeted cost: £ 125,000**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Strategy	Impact
<p><b>Quality teaching for all: To ensure all pupils have access to best quality teaching</b></p> <p><b>Core Principles:</b></p> <ul style="list-style-type: none"> <li>- <b>To know each child and meet their individual needs (Removal of individual barriers inside the classroom)</b></li> <li>- <b>To build supportive relationships with the families of each disadvantaged child</b></li> <li>- <b>To make sure all disadvantaged pupils are given high priority with learning opportunities in the classroom.</b></li> </ul>	
<p>To ensure whole class teaching engages all children, focusing on QFT for all.</p>	<ul style="list-style-type: none"> <li>- All pupils are able to access learning due to the inclusive practices that teachers employ – evidenced by progress evident in book scrutiny and data tracking systems</li> <li>- Learning walks, book scrutinies, monitoring focus on PP and SEND, staff CPD, training opportunities, development of best quality phonics, Talk for writing, reading whole school strategies and initiatives.</li> </ul>
<p>To increase pupil attainment, particularly in Reading, writing and phonics.</p>	<ul style="list-style-type: none"> <li>- Whole school priority, and new staff CPD in phonics and RWI across two year drive 2020-2022</li> <li>- Clarity for subject progression documents which outlined expectations for each learning stage and year group with refinements across 2022.</li> <li>- Read Write Inc programme revisited ensured greater frequency of high quality phonics teaching</li> <li>- Discreet handwriting lessons from Rec-Y2 improved handwriting across the school.</li> <li>- Whole school coverage document for texts used including end of day stories with progression across the school- greater access to and enjoyment of reading/ story/ oracy.</li> <li>- Developed the use of visual and kinaesthetic teaching resources such as Talk for Writing, allowing development of rich language used prior to writing.</li> <li>- Specific and short term, entry and exit interventions in place addressed gaps in learning. Interventions monitored to ensure consistency.</li> <li>- Pupils with Pupil premium received additional 1:1 reading, prioritising low attendance pupils from 2022-22..</li> <li>- 73% (all) and 68% (PP) passed the Y1 phonics screen.</li> <li>- In Dec 2021, 74% all and 68% PP passed the statutory phonics screen. At the end of the academic year 2022, this had risen to</li> </ul>

	<p>89% (all) and 81% PP. This shows significant improvement in using targeted teaching and intervention to close pupil gaps.</p> <ul style="list-style-type: none"> <li>- In writing and maths in Y2 (all) the % of pupils now at ARE or above mirrors the prior attainment position at the end of EYFS (writing + 2% maths +4%)</li> <li>- For PP pupils the gains are more significant. A gain of + 8% of PP pupils are now at ARE compared to their position at the end of EYFS in maths and +2% in writing. This shows the school approach to closing gaps linked to the pandemic has been effective.</li> </ul>
<p>To know each child and meet their individual needs.</p>	<ul style="list-style-type: none"> <li>- Provision map identifies and plans interventions for those who have both SEND and disadvantage.</li> <li>- Pupil conferencing across key stage 1.</li> <li>- Learning to learn initial project in Autumn term helped transition pupils into new year groups, to be ready for learning, with the greater catch up expectations that were rolled out.</li> <li>- Class VIVA- GO explores values and class challenges, building metacognition and forward thinking in class worships, some child led by Year 2s.</li> <li>- Interventions –for example handwriting, phonics, motor control, extra reading priority gave coverage of PP needs (With 35% of all pupils having the PP status, extra reads prioritised towards pupils who have below 90% low attendance first)</li> <li>- Edukey provision map builds profiles of individual pupil needs and interventions are updated to ensure current needs met effectively.</li> </ul>
<p>To engage families of disadvantaged children to develop learning at home and support for parents.</p>	<ul style="list-style-type: none"> <li>- All families given information on website/ letters/ newsletters to know how to access both practical and emotional support as and when they need it, to grow trust that we want the best for them and their child</li> <li>- Student voice leadership team (Spirituality leaders) made up of SEN, PP and GD pupils developing school initiatives which will lead to family action, for example ecological awareness and feeding back to Sustrans regarding effectiveness of School Street initiative.</li> <li>- Classroom and home guides supported range of needs leading to greater metacognition, motivation, confidence, empowerment, behaviour and academic progress.</li> <li>- Engagement with reading and home learning expectations, measured by increased number of children participating in reading challenges.</li> <li>- Most parents engaged in parent teacher consultation. This is either face to face or, for those families who do not book appointments, class teachers book 1:1 sessions or telephone conversations with every parent.</li> </ul> <p>Examples of impact</p>

	<p>Attendance- Reception child Attendance 63.6% through Autumn and spring Terms. Due to familial circumstances or frequent illness, and other children to get to other educational settings. Breakfast and After School club offered and Summer term attendance now 92.7%.</p> <p>Academic and safety- Year 1 child Household of significant domestic abuse. Free Breakfast and After School Club each day since spring 2. Attendance now 98.7% only having one day of absence due to illness. By attending each day the child has engaged well with learning to catch up and passed Year 1 Phonics Screening Test.</p> <p>Social and food support. Year 1 child History of poor school attendance and lateness. Ended last academic year with attendance level of 63.3%. Many meetings and Social Care involvement, little improvement noted. Fixed Penalty Notice Letter issued and attendance improved greatly to 92.1%. A weekly After School Club session and support with weekly food parcels from the church has enabled social benefits as the child had previously struggled with making friends. The child has passed Year 1 Phonics Screening Test and has gone up six levels in reading over the year.</p>
<p>Each child will have access to a broad curriculum in each subject. They will be supported in learning the key knowledge and skills needed to progress.</p>	<ul style="list-style-type: none"> <li>- Curriculum lead developed whole school subject specific curriculum progression strategy and documents. Led to subject leaders identifying the key knowledge and skills needed to progress. Teachers planning quality first lessons for each lesson including ways in for every child to access the full curriculum, reviewed across 2021-22 and adapting for 2022-23.</li> <li>- Book scrutiny shows high quality teaching and learning focussed on key knowledge and skills, with children able to access learning objectives.</li> <li>- Disadvantaged pupils have interventions with extra reading and common exception words.</li> </ul>
<p><b>Targeted support: To ensure that those who are behind catch up</b></p> <p><b>Core Principles:</b></p> <ul style="list-style-type: none"> <li>- <b>To ensure no child leaves a year group without an understanding of the essential knowledge that has been taught that year</b></li> <li>- <b>5. To have a relentless and persistent focus on reading and phonics to ensure that every child, regardless of any disadvantage leave SCSJ with a solid level of reading and a love of reading.</b></li> </ul>	
<p>To ensure pupils do not have emotional barriers which stop them accessing the curriculum</p>	<ul style="list-style-type: none"> <li>- ELSA x 5 mornings</li> <li>- Nurture groups x 3 afternoons.</li> <li>- Acting SENCO NASENCO (20-21) report evaluated accountability, data and efficacy of ELSA and nurture programme at SCSJ.</li> </ul>

	<ul style="list-style-type: none"> <li>- Long term impact of ‘Incredible Years’ year-long intensive course for KS 1 teachers, for individual, group and whole class SEMH gave strategy to deal with emotional barriers.</li> <li>- PP lead, Parent support worker and ELSA regularly on the gate to maintain relationship and avoid delay in communication and action needed for SEMH.</li> </ul>
Additional TA to support interventions and inclusion	<ul style="list-style-type: none"> <li>- All three years groups have additional TA, specifically targeting RWI phonics</li> <li>- Additional interventions include: <ul style="list-style-type: none"> <li>- SALT</li> <li>- Extra reads for PP prioritising poor attenders.</li> <li>- Phonics,</li> <li>- Handwriting</li> <li>- Maths + Clic.</li> <li>- Fine motor control</li> </ul> </li> </ul>
To support children who have not been in school catch up quickly in all three year groups.	<ul style="list-style-type: none"> <li>- Focus on core curriculum</li> <li>- Consolidate previous year’s objectives and ongoing assessments to identify gaps.</li> <li>- Outcomes were: <ul style="list-style-type: none"> <li>• Increased learning confidence for pupils</li> <li>• Repetition of key vocabulary</li> <li>• Consolidation of key skills.</li> </ul> </li> </ul>
<p><b><i>To address barriers that may affect a pupil’s ability to access learning and the wider curriculum</i></b></p> <p><b><i>Core Principles:</i></b></p> <ul style="list-style-type: none"> <li>- <b><i>For no disadvantaged child to have an attendance below 95%</i></b></li> <li>- <b><i>To close the gap as early as possible by developing a culture of coaching across the school for both mental health and learning.</i></b></li> </ul> <p><b><i>To support all children we feel are disadvantaged, regardless of whether or not they receive the pupil premium.</i></b></p>	
Vulnerabilities which require extra support for families in the community.	<p>Many of the children identified as having poor attendance also have social care involvement. DSL team ensured this was identified on any child protection/ child in need plans.</p> <ul style="list-style-type: none"> <li>- ELSA/ Nurture team worked with children where appropriate to support them.</li> <li>- Referrals to Family Outreach where appropriate.</li> <li>- Social Care support, Fast Track to Attendance process,</li> <li>- Family support from lovechurch with healthy food parcels and recipes food and fun sessions in holidays, enrichment activities.</li> <li>- Offer of breakfast and after school sessions which improved attendance significantly (E.G: 63%-95%)</li> </ul>
Coaching culture across the school to support all children	<ul style="list-style-type: none"> <li>- Staff appraisal uses coaching model</li> <li>- Parent coaching beginning. Coaching conversations with staff.</li> <li>- PP lead beginning ILM 5 coaching qualification.</li> </ul>

<p>especially the disadvantaged</p>	<ul style="list-style-type: none"> <li>- VIVA-GO Class coaching during class worship sessions.</li> <li>- Coaching tool pilot across Diocese successful –other schools continuing and intent to apply to KS1 deeper for 2022-23.</li> </ul>
<p>To reduce group size in Year 2 to ensure that children have the opportunities to close gaps and achieve ARE where possible.</p>	<ul style="list-style-type: none"> <li>- Employment of additional teacher in Year 2 led to children taught GDS, EXE learning and also challenge for those children who were at risk of falling behind, many who are disadvantaged. Children who are significantly behind in English (language, spoken and reading) were able to learn basic skills they needed to achieve in a targeted manner.</li> </ul> <p>See data.</p>

## Further information (optional)

Due to large numbers of disadvantaged pupils (58%), whole school strategy is vital.

Evidence of Autumn1 PP learning walks in KS1 demonstrated;

- High quality fast-paced teaching with high expectations of both behaviour and learning with all pupils engaged. Dialogue prior to book work.
- Classes focused on learning, and class team working in transitions.
- Child with PP and SEN who can display behaviour which challenges quietly playing close to teacher, listening to and acting on individual instruction.
- Those completed work were given pre- prepared fine motor activity.
- TAs purposefully supporting, especially SEN, PP
- In maths lesson, a teacher working with small group to scaffold learning.
- Some disadvantaged pupils receiving individual support.
- Individualised learning at own level- pupils motivated to succeed.
- Some PP pupils chosen first to answer questions, one given a job.
- TAs checking highlighted reading list for knowledge of disadvantaged pupils in the class for priority and extra reading opportunities.
- Calm leading of disadvantaged child by both teacher and TA allowing her more time to complete task and join the others on the carpet.

Alongside this, the values and ethos mean that the family feel of the school builds confidence, compassion, creativity and curiosity in the pupils who find it a safe place in which to learn and thrive.

Projects such as the Academic resilience for a group for parents of anxious children supported resilience, progress and confidence. Aligned with the 'Boing Boing' project, this is based on Co-productive research and practice is when working alongside people facing disadvantages.

*'We need to change how we work in formal services and **be 'brave enough to work with and through others**, dropping 'done to' models and swapping for 'done with'... This might mean we need to find meaningful ways to work with people facing adversity on overcoming that adversity, through **co-production, alliances and partnerships**.*

### [British Psychological Society](#)

VIVA-GO coaching for disadvantaged pupils has built self-efficacy in pupils evident in the progress and behaviour of those now attending the adjoining Junior school, Bethany. An action research project for pupils with SEN and some disadvantaged brought evidence that children with SEN, through a coaching intervention such as VIVA-GO, can grow in reflection, responsibility, resilience and relationship. They can be empowered from their own point of reference and cognition of their own challenges to efficiently set specific and measurable targets for themselves (Ekins, 2015), in relationship with self, others and the curriculum (Powell and Todd, 2004). In the words of one child, it can be *'So fun. It made me proud to go to VIVA GO. I want to still do this together. It will be the thing we really want to do'*, an opportunity for all pupils who are disadvantaged such as one child to be able to say: *'I have been successful'*.