

St Stephens Junior school– Pupil Premium Action Plan 2020-2021

Number of Pupils on Roll	423	Number of pupils eligible for PP budget	123	Total PP budget	£153,532
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Performance Data Autumn 2020	Autumn Term 2020 Pupil Premium Performance Year 6 Pupils	Autumn Term 2020 Whole Cohort Performance Year 6 Pupils
Percentage of pupils on track to achieve the expected standard or higher in Writing.	Pending Moderation Data	Pending Moderation Data
Percentage of pupils on track to achieve the expected standard or higher in Maths.	48%	74%
Percentage of pupils on track to achieve the expected standard or higher in Reading.	66%	78%
Percentage of pupils on track to achieve higher standard in Writing	Pending Moderation Data	Pending Moderation Data
Percentage of pupils on track to achieve higher standard in Maths	15%	25%
Percentage of pupils on track to achieve higher standard in Reading	33%	51%
Writing points of progress - % of pupils on track or above	Pending Moderation Data	Pending Moderation Data
Maths points of progress - % of pupils on track or above	52%	67%
Reading points of progress - % of pupils on track or above	72%	70%

2019 PERFORMANCE DATA	PP Pupils St Stephens's 2019 SATS	Whole Cohort St Stephen's 2019 SATS	National 2019 SATS
% of pupils achieving the expected standard in reading, writing and maths.	70%	83%	65%
Percentage of pupils achieving the expected standard in Writing.	90%	94%	78%
Pupils achieving the expected standard in Maths.	83%	91%	79%
Pupils achieving the expected standard in Reading.	70%	83%	73%
Pupils achieving higher standard in Writing	31%	39%	
Pupils achieving higher standard in Maths	21%	34%	
Pupils achieving Higher standard in Reading	24%	36%	
Reading progress score	-1.99	-0.06	
Writing progress score	2.67	2.54	
Maths Progress Score	0.80	0.77	

OVERVIEW OF INTENDED SPENDING

Here at St Stephen's, we are committed to providing the highest quality of teaching and learning for *all* pupils. At this point in time, the impact of Covid 19 has widened the attainment gap between disadvantaged pupils and other pupil groups compared to in-year and SATS data from previous cohorts. In our planned allocation of funds for the academic year 2020-2021, we have considered both the educational aspects of additional support and also the wider need for enhanced wellbeing as a result of the pandemic:

- This year, we have increased staff numbers in our Wellbeing Team. This has enabled us to improve the capacity for key aspects of pupil support such as: counselling, drawing and talking sessions, family support and emotional learning support. In addition, the Wellbeing Team will process and analyse pupil responses to the Pass Survey to enable us to further target appropriate support for PP eligible pupils in relation to their perceptions around key areas such as: personal ability, school life and learning. The team will also track the progress of pupils when this is not yet reflected in performance data by looking at other areas within our 'Pyramid of Progress'. Indicators may include: improvement in attendance, involvement in the wider school offering including attendance at clubs and improved engagement in lessons and learning.
- We have appointed an assessment manager who will be responsible for the monitoring and tracking of PP attainment and progress at regular points throughout the year. This enables us to conduct PPR meetings with each Class Teacher with a focus on existing performance gaps and evidence-based evaluation of intervention groups and other measures taken.
- We are ensuring that Curriculum Leaders have time away from their own classroom responsibilities to carry out 'Deep Dives' across the school. Through a process of observation, pupil conference, assessment and work scrutiny, each leader will have a clear focus on the outcomes and achievements of our disadvantaged pupils. With this detailed knowledge, they will then be able to re-evaluate effectiveness and make further action plans to 'close the gap' with a particular reference to their own subject.
- We will be continuing to deploy our Teaching Assistants to work either in 1:1 or small group settings to provide tailored support and intervention for pupils who most need it, a high percentage of which are PP eligible.

Desired Outcomes

1. Continue to improve the attainment for those eligible for PP in writing across KS2 and close performance gap.
2. Continue to improve the attainment for those eligible for PP in maths across KS2 and close performance gap.
3. Continue to improve the attainment of those eligible for PP in reading across KS2 and close performance gap.
4. To improve the levels of aspiration, confidence, resilience and independence of PP children in school.
To provide targeted support to encourage positive wellbeing for those children eligible for PP funding.

Desired Outcome 1: Continue to improve the attainment for those eligible for PP in writing across KS2 and close performance gap.

Data Targets: Based on prior attainment at Key Stage 1, 77% of pupils to meet the expected standard in writing by Summer 2021.

Based on prior attainment at Key Stage 1, 20% of pupils to be working at above the expected standard by Summer 2021.

Key Objectives	Specific Actions	2020-21 Funding Allocation	Review Questions
<p>Middle Leaders to provide clear feedback to support high quality teaching and learning in all classrooms in relation to writing.</p>	<p>Increased leadership release time for Heads of Year to review planning and lesson outcomes on a regular basis.</p> <p>Termly Meetings for middle leaders to share findings, approaches and actions.</p> <p>Whole Staff CPD and redevelopment around effective marking and feedback.</p>	<p>£12,700</p>	<p>What does the impact log of Teaching & Learning Improvements show with specific reference to improved learning for PP pupils in writing for this academic year?</p> <p>How has the new marking and feedback policy improved the children's understanding of their next steps and how to tackle these?</p>
<p>Deployment of TAs to work with focussed groups both during lessons and in wider interventions structured throughout the school day.</p>	<p>TAs allocated to priority pupils in each class during English lessons.</p> <p>Data & Assessment Manager and Middle Leaders to have clearly identified pupils.</p> <p>Clear targets and goals for pupils to be shared with TAs by Class Teacher.</p> <p>Pre-teach/re-teach session content created and guided by Teachers. Time for shared planning and discussion with TAs.</p> <p>CPD for Teaching Assistants to ensure strong practice and confidence in writing model.</p>	<p>£17,400</p>	<p>What has been the impact of TA focussed sessions with target pupils?</p> <p>Is this evidenced in the performance data of these pupils? (Whole school assessment cycles, moderations, informal testing).</p> <p>Are pre-teach and re-teach slots regularly timetabled and taking place consistently in all year groups?</p>

	Observations of TA interventions and group work to ensure quality and focus.		What impact did CPD have on practice for TAs?
Curriculum Leaders to conduct subject 'Deep Dives' into writing with specific focus on learning experience for pupils eligible for PP and comparison of outcomes to other pupil groups.	<p>Increased leadership release time for Curriculum Leads to carry out process across whole school.</p> <p>Training for Curriculum Leads on in-school process, monitoring and evaluation and pupil outcomes and captures.</p> <p>Pre&Post Deep Dive meetings with Headteachers to set objectives and discuss findings and next steps.</p> <p>Creation of logs to capture evidence of deep dives. Shared access and good practice endorsed to ensure that Middle Leaders regularly refer to findings for their own year groups and work alongside subject leads on improvements.</p>	£3200	<p>What evidence did the 'Deep Dive' process provide for the evaluation of PP provision in this subject?</p> <p>Do monitoring logs demonstrate that evidence is robust and that next actions have been clearly identified?</p> <p>What specific actions have come from this for year groups and the whole school?</p>

Desired Outcome 2: Continue to improve the attainment for those eligible for PP in maths across KS2 and close performance gap.

Data Targets: 85% of pupils to meet the expected standard in maths by Summer 2021.

29% of pupils to be working at above expected standard in maths by Summer 2021.

Key Objectives	Specific Actions	2020-21 Funding Allocation	Review Questions
<p>Middle Leaders to provide clear feedback to support high quality teaching and learning in all classrooms in relation to maths.</p>	<p>Increased leadership release time for Heads of Year to review planning and lesson outcomes on a regular basis.</p> <p>Termly Meetings for middle leaders to share findings, approaches and actions.</p> <p>Whole Staff CPD and redevelopment around effective marking and feedback – subject specific.</p>	<p>Costing already included above.</p>	<p>What does the impact log of Teaching & Learning Improvements show with specific reference to improved learning for PP pupils in maths for this academic year?</p> <p>How has the new marking and feedback policy improved the children’s understanding of their next steps and how to tackle these?</p>
<p>Curriculum Leaders to conduct subject ‘Deep Dives’ into writing with specific focus on learning experience for pupils eligible for PP and comparison of outcomes to other pupil groups.</p>	<p>Increased leadership release time for Curriculum Leads to carry out process across whole school.</p> <p>Training for Curriculum Leads on in-school process, monitoring and evaluation and pupil outcomes and captures.</p> <p>Pre&Post Deep Dive meetings with Headteachers to set objectives and discuss findings and next steps.</p> <p>Creation of logs to capture evidence of deep dives. Shared access and good practice endorsed to ensure that Middle Leaders</p>	<p>£3200</p>	<p>What evidence did the ‘Deep Dive’ process provide for the evaluation of PP provision in this subject?</p> <p>Do monitoring logs demonstrate that evidence is robust and that next actions have been clearly identified?</p>

	regularly refer to findings for their own year groups and work alongside subject leads on improvements.		What specific actions have come from this for year groups and the whole school?
<p>Deployment of TAs to work with focus children on 1:1 and small group basis in maths.</p> <p>Focused in lesson time and in targeted intervention groups.</p>	<p>Deployment of all TAs to priority pupils during maths lessons.</p> <p>Responsive intervention groups and pre-teach/ re-teach sessions held by TAs.</p> <p>Data & Assessment Manager and Middle Leaders to have clearly identified pupils.</p> <p>Clear targets and goals for pupils to be shared with TAs by Class Teacher.</p> <p>Pre-teach/re-teach session content created and guided by Teachers. Time for shared planning and discussion with TAs.</p> <p>CPD for Teaching Assistants to ensure strong practice and confidence in maths model of teaching.</p> <p>Observations of TA interventions and group work to ensure quality and focus.</p>	£20,040	<p>What has been the impact of TA focussed sessions with target pupils?</p> <p>Is this evidenced in performance data? (Either through whole school assessment cycles, moderations or informal testing in Year Groups).</p> <p>Are pre-teach and re-teach slots regularly timetabled and taking place consistently in all year groups?</p> <p>What impact did CPD have on practice for TAs?</p>
<p>Provide additional learning resources that can be accessed outside of the school day.</p>	<p>Subscription to Times Table Rock Stars so that children can access support with multiplication tables at home.</p> <p>Use of loan devices and lunchtime IT clubs held by ICT team to provide wider opportunities of use of PP children to access.</p> <p>Parent Update & Info Sessions prepared and held.</p> <p>Parental questionnaires and analysis to gauge what further support and information would be helpful.</p>	£2300	<p>Is attainment for PP pupils in line with that of other pupil groups for the Year 4 Tables Test?</p> <p>Do parent survey results demonstrate that parents are able to support their children in key learning for maths?</p>

<p>Further provision of maths manipulatives in all classrooms to support White Rose Model and enable children to use concrete application to support learning.</p>	<p>New resources for all classrooms purchased.</p> <p>Consideration of further resourcing due to Covid restrictions with whole year group access.</p>	<p>£2000</p>	<p>Does observation and deep dive evidence show that pupils are accessing resources across all year groups?</p> <p>Does observation evidence show that resources are readily available to all pupils in all sessions?</p>
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Desired Outcome 3: Continue to improve the attainment for those eligible for PP in reading across KS2 and close performance gap.

Data Targets: 81% of pupils to meet the expected standard in reading by Summer 2021.

33% of pupils to be working at above expected standard in reading by Summer 2021.

Key Objectives	Specific Actions	2020-21 Funding Allocation	Review Questions
<p>Middle Leaders to provide clear feedback to support high quality teaching and learning in all classrooms in relation to reading.</p>	<p>Increased leadership release time for Heads of Year to review planning and lesson outcomes on a regular basis.</p>	<p>Costing included above.</p>	<p>What does the impact log of T&L Improvements show with specific reference to improved learning for PP pupils in reading for this academic year?</p>
<p>Target Interventions of RWI Phonics and Switch On Reading on a regular basis each week for target pupils.</p>	<p>Assessment of Year 3 and Year 4 children to allocate them to programmes.</p> <p>Effective baseline established and regular tracking systems implemented with HLTA.</p> <p>Update training for staff on Switch On.</p> <p>Restock existing titles to ensure suitability and availability.</p> <p>Training for new staff for RWI phonic programme.</p> <p>Effective timetabling in Years 3 and 4 to ensure that sessions happen regularly and consistently.</p>	<p>£17,250</p>	<p>Does data from Switch on and RWI demonstrate that PP children are making good progress?</p> <p>Is the timetabling commitment enabling us to provide for all learners?</p>

<p>Curriculum Leaders to conduct subject 'Deep Dives' into writing with specific focus on learning experience for pupils eligible for PP and comparison of outcomes to other pupil groups.</p>	<p>Increased leadership release time for Curriculum Leads to deep dive into subject across whole school.</p> <p>Training for Curriculum Leads on in-school process, monitoring and evaluation and pupil outcomes and captures.</p> <p>Pre & Post Deep Dive meetings with Headteachers to set objectives and discuss findings and next steps.</p> <p>Creation of logs to capture evidence of deep dives. Shared access and good practice endorsed to ensure that Middle Leaders regularly refer to findings for their own year groups and work alongside subject leads on improvements.</p>	<p>£4000</p>	<p>What evidence did the 'Deep Dive' process provide for the evaluation of PP provision in this subject?</p> <p>Do monitoring logs demonstrate that evidence is robust and that next actions have been clearly identified?</p> <p>What specific actions have come from this for year groups and the whole school?</p>
<p>Staff consistently model high standards of teaching in reading sessions.</p>	<p>Updated CPD training for Reading Vipers and lesson allocations based on review and further development of model from last year.</p> <p>Focus of Middle Leaders and Curriculum Leads for planning scrutiny and Deep Dives.</p>	<p>£500</p>	<p>Does the improved practice of the Vipers model enable greater contextualisation and cultural capital exploration consistently across all class rooms?</p> <p>Does evidence collated from Middle Leaders and Curriculum Leaders demonstrate high standards of teaching in this area?</p> <p>Where there is an issue, what steps have been taken and how has improvement been evidenced?</p>

<p>Pupils have regular access to a range of books which are interesting and engaging.</p>	<p>Staffing of Library to ensure that children can access resources in their own time including after school.</p> <p>Shared reading space and times so that parents are able to access library space with their children.</p>	<p>£1500</p>	<p>Pupil Survey: Are PP pupils able to access and enjoy reading?</p>
<p>Endorsement of new whole school approach to Accelerated Reader in conjunction with spending of Catch Up Funding.</p>	<p>Creation of 'Book Zones' for each year group to ensure easy access to a range of books which are ability matched.</p> <p>Set up of library catalogue and contents to support the AR system of coding.</p> <p>ICT resources available in each classroom to enable children to complete their AR quizzes regularly and without delay once having read a title.</p> <p>TA training and resourcing of baseline AR Star Age testing and continued tracking and monitoring throughout the academic year.</p> <p>Teacher CPD to ensure that data from AR is understood and used to inform next steps for each child's progress journey in reading.</p> <p>Restocking of library to provide updated titles that can be used in conjunction with Accelerated Reader.</p> <p>NPQSL Course CPD for Leaders of English with a focus on implementation of Accelerated Reader and improved performance in reading for all pupils.</p>	<p>£6000</p>	<p>Does the progress of PP children from their AR baseline match that of other pupil groups?</p> <p>Have PP reading ages improved at a rate that is higher than the previous average in other academic years?</p> <p>What other data for PP children using AR sources demonstrates a significant and sustained improvement across the course of this year?</p>

Desired Outcomes 1,2,3 : Continue to improve the attainment for those eligible for PP in **writing, maths and reading** across KS2 and close performance gap.

Key Objectives	Specific Actions	2020-21Funding Allocation	Review Questions
<p>Ensure regular and accurate assessment and tracking for PP children and monitoring of gaps.</p>	<p>Appointment of Assessment Leader and related cover for class release time for role.</p> <p>Creation of tracking documents to monitor and identify the progress being made to improve attainment for PP children in response to both previous trends and current impact of lockdown.</p> <p>Creation of individualised Class profiles per subject to more easily enable class teachers to be aware of progress for all pupils across the academic year.</p> <p>Facilitation of individual PPR sessions for each class teacher with a specific focus on identifying areas of assessment and performance where PP children are weakest.</p> <p>Use of data above to compile list of target interventions and data tracking to demonstrate impact for PP children across the schools.</p> <p>Set up working links between data captures and assessment windows with Wellbeing team to collate soft data improvements and outcomes.</p> <p>Work alongside the SEND Team to ensure that children are able to be accurately assessed and their progress measures are a priority for all pupils.</p>	<p>£6,800</p>	<p>What data tracking and PPR evidence is there to suggest that ‘Closing the Gap’ has been a clear and sustained focus this academic year?</p> <p>What are the attainment and progress targets for each cohort and subject for the next academic year and why?</p> <p>Is the effective tracking of data and performance for this group evidenced by the next steps and actions of PPR meetings?</p>

Desired Outcome: 4

To improve the levels of aspiration, confidence, resilience and independence of PP children in school.
 To provide targeted support to encourage positive wellbeing for those children eligible for PP funding.

Key Objectives	Specific Actions	2020-21Funding Allocation	Review Questions
<p>Ensure constant focus on the wider wellbeing of PP children and associated needs through work of Wellbeing Team.</p> <p>Provide support for families and children with a specific focus on PP and SEN pupils, developing expertise and strategies for most vulnerable children.</p>	<p>Continued deployment of Wellbeing Team with further recruitment to meet capacity for key aspects of pupil support.</p> <p>Appointment of second SENCo.</p> <p>Increased use of Counsellor.</p> <p>Regular monitoring and tracking of PP and vulnerable pupils with clearly allocated caseloads for all members of team based on skillsets.</p> <p>Referrals to outside agencies and wider support for families and pupils.</p> <p>Regular communications to parent community to ensure that they are aware of and know how to access the wider support that can be offered.</p> <p>Work with local charities and agencies to ensure that we are able to direct and support families and pupils to access wider services.</p>	£54,000	<p>How have we been able to work effectively with multi agencies to support the best outcomes for our children?</p> <p>How have we targeted attendance and what are the improvements to data in this aspect?</p> <p>Have children requiring counselling been assigned sessions in a time effective window?</p> <p>Parent Survey & Feedback: Are our families supported adequately by our provision? What do they deem to be effective? What improvements can be made?</p>

<p>Continuation of initiatives which support pupil belonging to school and wider community.</p>	<p>Facilitation of initiatives and tracking by Wellbeing Team.</p> <p>Ensure effective running of following schemes and initiatives: Play leaders, School Councillors, Year 6 Leadership roles, Anti-Bullying Ambassadors.</p> <p>Improved sensory spaces, i.e. Rowan room, lunchtime quiet spaces.</p> <p>Activity breakfast mornings during Half Term for PP families</p> <p>HeadStart Kent toolkit and resources used to inform group or individual support for identified pupils. Support coordinated by Family Learning Manager.</p> <p>Ensure PP pupils have access to cultural Capital through variety of events -Arts and Mindfulness week, Eco week, and Fantastic Fred Experience.</p> <p>Subsidised Breakfast and Afterschool Club places.</p> <p>Subsidised School trips for most vulnerable children.</p> <p>Continued used of Challenger Troop theme days to build confidence in lower school.</p>		<p>Is there evidence to show meeting of soft targets as a result of work in this area?</p> <p>Have the targets for emotional well-being been accurately identified?</p> <p>How has pupils progress in these areas been evidenced?</p> <p>Are there interventions or groups in place that will ensure children are able to progress against targets? How is this being evidenced?</p> <p>Has the pass survey been used effectively to support pupils needs?</p>
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<p>Identify and target key areas of development and progress for pupils where academic attainment and progress indicators are not positive or meeting targets.</p>	<p>Wellbeing Team Caseload to ensure that all children undertake and are tracked using the PASS Survey throughout the year.</p> <p>Report of findings and next steps relayed to SLT by Wellbeing Team to identify new initiatives or approaches that should be put in place.</p> <p>In partnership with Assessment Manager, track academic progress of pupils and support with softer data and evidence.</p> <p>Use of Pyramid of Progress and findings shared in teacher conference to ensure shared knowledge of next steps.</p>		<p>What does PASS survey data evidence in terms of improved scores for PP children?</p> <p>When areas have been identified as red within analysis and RAG rate, what actions and subsequent outcomes have been recorded?</p> <p>What improvement to bands within the Pyramid of Progress have been identified?</p> <p>What does case study evidence suggest about the extent to improvements?</p>
<p>Ensure that wider curriculum is engaging and enables PP children to access content, make good progress in learning and know and remember more across the full range of subjects.</p>	<p>Deep dives undertaken by all curriculum leads with a focus on outcomes, learning, long term memory and progress for PP children compared to other groups.</p> <p>Development of action plans in relation to findings. Areas of further improvement highlighted and shared with full teaching staff ahead next academic year.</p>	<p>£4800</p>	<p>What observation and pupil conference evidence demonstrates good engagement, confidence and understanding in wider curriculum?</p> <p>What % of PP children are now on track in all areas of the curriculum?</p> <p>How does this compare to other pupil groups?</p>

TOTAL = £ 155,690