



Pupil Premium Strategy Statement for the academic year 2021-2022

1. Summary information					
School	John Donne Primary School				
Academic year	2021-2022	Total PP budget	£260,930	Date of next review of this strategy	Autumn 2022
Total number of pupils	411	Number of pupils eligible for PP	194	Reception – 25 Year 1 – 30 Year 2 – 25 Year 3 – 21 Year 4 – 24 Year 5 – 29 Year 6 – 27	

2. Current Attainment and impact of expenditure last year (2020-2021)
<p>Due to the Coronavirus pandemic there is no official assessment data for 2020-2021.</p> <p>The funding was used during school closure to ensure the continuity of the attainment and progress of Pupil Premium children in the following ways:</p> <ul style="list-style-type: none"> • Continued Speech and Language therapy sessions both over the phone and virtually • Continued play therapy sessions virtually • Pastoral manager continuing to work and support vulnerable families • Financial support given to families suffering from food poverty • Targeted interventions run by our HLTAs virtually • Providing data plans for families with no WiFi in order for children to access online learning provision provided (in conjunction with loaning out DfE and school chromebooks) <p>The continuity of these interventions meant that our children who are Pupil Premium eligible did not have the barriers that might have meant that the attainment gap widened.</p> <p>Targeted interventions were used when the children were in school to help diminish the difference while also offering a range of different curriculum opportunities and mental health support where needed.</p>

3. Barriers to attainment	
A	Poor verbal communication skills and speech and language levels significantly below their peers
B	Entering school below age related expectations
C	Children and families facing social, emotional and mental health issues
D	Poor attendance
E	Parental engagement – families in our community face a number of additional pressures (e.g. housing, high mobility, status, financial difficulties etc.) that can be barriers to providing the support they would like to offer their children
F	Limited exposure to enriching extra-curricular activities outside school

4. Intended outcomes		
	<i>Intended outcomes</i>	<i>Success criteria</i>
A	<p>The gap in children’s language skills closes; children have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place. Speech and language strategies embedded in classroom practice.</p> <p>Increase the number of pupil premium children reaching national expectations or beyond across all key stages.</p>	<ul style="list-style-type: none"> • Early identification of speech and language need through progress and provision mapping meetings to ensure necessary intervention is put in place. • Evidence through work in books, observations in classrooms, discussions at progress and provision mapping meetings that demonstrates that the interventions are accelerating the progress of the children. • Children are able to fully engage in their learning and have the necessary skills to access and maximise learning opportunities throughout the day.
B	<p>Progress for children entering school below age related expectations is accelerated so, as they move through the school, the gap between their learning and the learning of others is narrowed.</p>	<ul style="list-style-type: none"> • Early identification of need through progress and provision mapping meetings to ensure necessary intervention is put in place. • Evidence through work in books, observations in classrooms, discussions at progress and provision mapping meetings that demonstrates that the interventions are accelerating the progress of the children measured from their unique starting points.
C	<p>To improve children’s social, emotional and mental health wellbeing so that specifically the pupil premium group of children are able to access all aspects of learning.</p>	<ul style="list-style-type: none"> • Children with social, emotional and mental health needs identified during progress and provision mapping meetings and the relevant intervention put in place (play therapy, learning mentor sessions, HLTA intervention etc.)

		<ul style="list-style-type: none"> Discussions with classroom teachers show that children are more confident within the classroom so are more engaged with their learning.
D	The attendance of the pupil premium group of children to be above the national average and the percentage of persistent absentees to be reduced.	<ul style="list-style-type: none"> Identified families will work with our Pastoral Manager who will provide strategies to help increase the level of school attendance.
E	Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.	<ul style="list-style-type: none"> Families in need of more targeted support are able to access the appropriate strand of support with help from our Pastoral Manager. Increased number of families of pupils eligible for pupil premium engaging in parent and family workshops, parent activities etc. (when they are able to run)
F	All children in school have access to a wide range of curriculum enrichment and extra-curricular activities to further broaden their learning experiences and build their cultural capital.	<ul style="list-style-type: none"> More children eligible for pupil premium are accessing extra-curricular activities. Children are given access to experiences to develop their cultural capital and breadth of experiences.

5. Planned expenditure 2021-2022

Actions	Intended outcomes	How we will monitor implementation	Staff lead	Date of review	Cost
Use of support staff structure to run targeted interventions (decided through progress and provision mapping meetings) for pupil premium children to help narrow the gap to non-pupil premium children.	A, B, C, F	<ul style="list-style-type: none"> Evaluation of interventions Classroom observations Work scrutinies Teacher assessment Key assessment points (R, Y1, Y2, Y4 and Y6) 	DJ	Reviewed half termly	£94,822
<p>Pastoral support from Pastoral Manager to help families access the necessary support to help with housing, immigration status, food banks etc.</p> <p>Pastoral support from Pastoral Manager to support children's social, emotional and mental health wellbeing.</p>	C, D, E, F	<ul style="list-style-type: none"> Monthly meetings between HT and pastoral manager to monitor support given to parents Monthly meetings between HT and pastoral manager to monitor attendance and punctuality and the strategies that have been in place for the families 	CM	Reviewed half termly	£31,330

<p>Pastoral Manager to oversee and run School Council which gives children valuable extra-curricular activities and experiences therefore increasing their cultural capital.</p> <p>Attendance and punctuality monitored regularly by Pastoral Manager with support provided where needed.</p>		<ul style="list-style-type: none"> School Council to present what they have been working on to the HT once a half term 			
<p>Curriculum enhancement provided through:</p> <ul style="list-style-type: none"> Forest Schools/outdoor learning Poetry projects (including external LAMDA examinations). Music and singing tuition (including external ABRSM examinations). 	A, B, C, F	<ul style="list-style-type: none"> Lesson observations Poetry performances Impact of sessions discussed during progress and provision mapping meetings 	TC, NC, AG, JS	Reviewed termly	£51,690
<p>In-class support and targeted interventions (decided through progress and provision mapping meetings) delivered by our Learning Mentor.</p>	B, C	<ul style="list-style-type: none"> Impact of sessions discussed during progress and provision mapping meetings every half term Monthly meetings between pastoral manager and learning mentor to evaluate impact of sessions 	AR, CM	Reviewed half termly	£46,153
<p>Support from external professionals who work with children who are identified as having a need through progress and provision mapping meetings:</p> <ul style="list-style-type: none"> Speech and Language therapist works with children to assess their level of speech and language need. She also trains adults in the school to be able to deliver high quality intervention and whole class strategies. Educational Psychologist comes in to observe children and make recommendations that can be put in place both in the classroom and at home. 	A, B, C	<ul style="list-style-type: none"> Impact of interventions discussed during progress and provision mapping meetings every half term CW to meet with SaLT and EP to identify need and evaluate interventions 	JE, AK, MH, DJ, LN	Reviewed half termly	£19,875
<p>Financial support given to families who are eligible for pupil premium so that their children are able to access the residential trips in Year 5 and Year 6.</p>	A, B, E, F	<ul style="list-style-type: none"> Monthly meetings with SBM and HT to monitor uptake of support 	NB, TC, IA	Reviewed termly	£8,000

This funding also extends to paid school visits and experiences to help broaden the children's experiences and build their cultural capital.					
Financial support given to families who are eligible for pupil premium so that their children can engage in before and after school extra-curricular activities thus building their cultural capital.	E, F	<ul style="list-style-type: none"> Monthly meetings with SBM and HT to monitor uptake of support 	RG, NB, JR	Reviewed termly	£6,00
Financial support given to families who are eligible for pupil premium to help pay for breakfast club so that parents can go out to work. This provides the child with a healthy, nutritious breakfast.	E	<ul style="list-style-type: none"> Monthly meetings with Pastoral Manager and HT to monitor uptake of support 	CM	Reviewed termly	£3,000
Total expenditure					£260,930