



1. Summary information					
School	St John the Evangelist Infant and Nursery School				
Academic Year	2020/21	Total PP budget including EYPP	£36,935	Date of most recent external PP Review	November 2014
Total number of pupils	196 Including Nursery	Number of pupils eligible for PP	29	Date for next internal review of this strategy	July - September 2021
Academic Year	2021/22	Total PP budget including EYPP	?	Date of most recent external PP Review	November 2014
Total number of pupils	?	Number of pupils eligible for PP	?	Date for next internal review of this strategy	July – September 2022

2. Current attainment (July DATA 2020)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Expected or above at the end of KS1 RWM	Unable to record due to COVID-19	Unable to record due to COVID-19

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school)	
A.	Some PPG children as well as non-PPG children are not yet school ready due to gaps in their learning as well as changes to society during the COVID-19 pandemic
B.	Some of our PPG children have additional needs relating to SEMH which are effecting their readiness to learn
External barriers (issues which also require action outside school)	
C.	Some PPG children as well as non-PPG children are not able to access remote learning when self-isolating or during lockdown periods

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children will have access to a recovery curriculum based on their needs rather than the expected standard for their chronological age. Their well-being will be a priority for all school staff as will filling the gaps in their education.	Children will become ready to learn, adapt to expectations after an extended period at home, the children will be able to show a positive attitude to learning and be able to talk about how and why they are learning
B.	56% of our PPG children are in the Year 1 cohort. They will have access to a Year 1 curriculum that meets the needs of these pupils and helps to fill the gaps in their development after missing elements of the Early Years Curriculum	There will be a consistency in expectations of behaviour across the school, with shared language and understanding of the therapeutic approach Children will become ready to learn, adapt to expectations after an extended period at home, the children will be able to show a positive attitude to learning and be able to talk about how and why they are learning
C.	All children and their families will have access to learning opportunities set by their class teacher but differentiated to fit their needs during periods of isolation and any future lock downs. During whole school opening the work they are able to complete at home will supplement their access to learning in school	Children will be able to access learning from home, which allows them to build on their previous learning and make progress. The progress will be tracked using whole school tracking systems.

Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all and Targeted Approach					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Date for review
A Some PPG children as well as non-PPG children are not yet school ready due to gaps in their learning as well as changes to society during the COVID-19 pandemic	Talk Partners in lessons – children paired up by class teacher to encourage supportive pairings for vulnerable children	Children to articulate their learning opportunities and report back to class	Performance Management and Lesson Observations/Planning Scrutiny	SLT	December 2020 April 2021 July 2021 Cost = No extra cost
	One to one tuition is implemented across all year groups to ensure that children with gaps in their learning have the opportunity to be supported in plugging these gaps	Government initiative to support schools to ensure these gaps in learning are filled. Pupil Progress Data collated in the first half of the Autumn Term shows a large group of children, of which some are PPG children need these gaps in their learning filled	Pupil Progress Data Performance Management School development Plan RAG Rated Lesson Observations	SLT	December 2020 April 2021 July 2021 Cost = Catch Up funding covering the cost

	In Year 1 where 25% of the cohort are PPG children an extra TA is employed across the classes to ensure children can be targeted for intervention where needed.	A larger than usual group of PPG children in one-year group. Lots of emotional support needed to allow children to have the tools to be ready to learn.	Pupil Progress Data Performance Management School development Plan RAG Rated Lesson Observations	SLT Year 1 Staff	December 2020 April 2021 July 2021 Cost = £10,296.00
B Some of our PPG children have additional needs relating to SEMH which are effecting their readiness to learn	In Year 1 where 25% of the cohort are PPG children an extra TA is employed across the classes to ensure children can be targeted for intervention where needed.	56% of our PPG children are in the Year 1 cohort. They will have access to a Year 1 curriculum that meets the needs of these pupils and helps to fill the gaps in their development after missing elements of the Early Years Curriculum	Pupil Progress Data Performance Management School development Plan RAG Rated Lesson Observations	SLT Year 1 Staff	December 2020 April 2021 July 2021 Cost = £10,296.00 (already accounted for in A)
	Work as a whole school community to develop an approach to behaviour management using a therapeutic approach	Working with West Berkshire on a whole school approach to behaviour to ensure we are in line with the therapeutic approach that all schools in the county are now using.	There will be a consistency in expectations of behaviour across the school, with shared language and understanding of the therapeutic approach	SLT All Staff	December 2020 April 2021 July 2021 Cost = No extra cost
C Some PPG children as well as non-PPG children are not able to access remote learning when self-isolating or during lockdown periods	Families will be contacted regularly to ensure they have what is needed to access remote learning	During the first lockdown period regular contact was made between the Inclusion Manager and the vulnerable families. This allowed relationships to be strengthened and therefore families supported their children well. Funding was provided for laptops and tablets and where necessary paper copies of work was delivered to the children at home	Pupil Progress Data will show impact	SLT All Teaching Staff	December 2020 April 2021 July 2021 Cost = No extra cost
Total budgeted cost					£10,296.00
ii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Date for review
Staff will be more involved with families and therefore more aware of barriers to learning for PPG children particularly due to the pandemic	The Inclusion Manager will be liaising with parents of vulnerable children and involving class teachers in outcomes needed	Positive impact last year in sharing info about pupils in particular during the first lockdown period.	Continue with termly targets for Pupil Premium children to be agreed with Inclusion Manager/Child/Class Teacher and Parent then shared also with PPG Teaching Assistant	KB	September 2020 January 2021 April 2021

Families will feel supported pastorally as well as with their children's academic progress.	Regular check ins with the families Financial advice and support with food parcels	Families are supported with all areas of their family's needs to help with their well-being thus enabling them to support the needs of their children well.	Inclusion Manager and Family Support Worker meet regularly to discuss family's needs and where necessary meet together with parents	KB LOR	September 2020 January 2021 April 2021 Cost = £7,660.00
Total budgeted cost					£7,660.00

	<i>Desired outcomes</i>	<i>Review of Desired outcomes</i>
	All children will have access to a recovery curriculum based on their needs rather than the expected standard for their chronological age. Their well-being will be a priority for all school staff as will filling the gaps in their education.	All PPG children were offered support from our Recovery Curriculum to aid their needs be it academic or pastoral. The majority of children benefitted largely from this extra support in some cases small group and some cases individual support where it helped to fill some of the gaps in learning and also helped them prepare to be socially ready to learn.
B.	56% of our PPG children are in the Year 1 cohort. They will have access to a Year 1 curriculum that meets the needs of these pupils and helps to fill the gaps in their development after missing elements of the Early Years Curriculum	The impact of the support in place during Year 1 is evident now the children are in Year 2. The cohort are now ready to learn and in many cases the PPG children are making huge progress both socially and emotionally as well as academically.
C.	All children and their families will have access to learning opportunities set by their class teacher but differentiated to fit their needs during periods of isolation and any future lock downs. During whole school opening the work they are able to complete at home will supplement their access to learning in school	The majority of our PPG children came into school throughout lockdowns, those who did not attend school were supported by the pastoral team to be able to access home learning. This support was offered in the form of gifting or loaning laptops and tablets, donations to families of paper and pens. Printing off resources in school for families to collect that were not able to access printers at home, loaning of books and weekly check ins to ensure the children were receiving all the support needed from staff in school.