



Strategy for the use of Pupil Premium Grant Finding 2020-2021

During the academic year 2020-21, St. Jérôme Church of England Bilingual School will receive £42,945 of pupil premium funding. The following table shows the barriers to learning that some of our disadvantaged children experience and strategies to address these barriers.

Identified barrier to educational achievement	Intended outcome	Provision/ Strategy Rationale	PP Funding	How we will measure this
<p>Some of our children entitled to pupil premium funding have reading/writing levels that are below the expected standard for their age. This could be due to the recent school closures linked to COVID-19, a special educational need or they may not have access to an adult who can support them at home. Many of our families speak English as an additional language which can have an impact on the support parents are able to offer their children in Reading, Writing and Phonics.</p>	<p>To raise attainment and increase progress rates of disadvantaged pupils in reading, writing and phonics.</p>	<p>All classroom staff to be trained in the use of Phonics Bug and Bug Club reading.</p> <p>Partnership with the English Hub to support the school in developing it's use of Phonics Bug and Bug Club reading. Reading Lead to create a video to go on the school website that shows parents how to support their children with Bug Club online.</p> <p>Storytime videos uploaded to the website for parents to share with their children to ensure good models of reading in English and to develop a love of stories and reading.</p>	<p>£18,000</p>	<p>Progress in reading over time as validated by PM Benchmark assessments and Cornerstones Tests. Monitoring the gap between disadvantaged and non-disadvantaged pupils.</p> <p>Progress over time in phonics as validated by phonics assessments and the phonic screening tests in Year 1 and Year 2.</p> <p>Progress over time in writing as validated by writing assessments, internal and</p>

		<p>New staff trained in delivering Destination Reader in year 3.</p> <p>New decodable reading books (Bug Club) purchased to sit alongside the Dandelion books and Big Cat Scheme for home reading.</p> <p>Catch up phonics groups for those at risk of underachieving.</p> <p>Daily 1:1 reading during soft start for pupils who have limited access to reading with an adult at home.</p> <p>Additional staff in Year 2 to support the catch up of reading, writing and phonics to close the gaps created by the COVID-19 school closures.</p>		external moderation and close monitoring of the gap between disadvantaged and non-disadvantaged pupils.
Some of our children entitled to pupil premium funding have entered our EYFS setting with an extremely low baseline due to a number of factors including COVID-19 closures of early years settings, lack of social interaction due to restrictions, English as an Additional Language or Special Educational Needs/Disabilities.	To raise attainment and increase progress rates of disadvantaged pupils in EYFS, particularly in Attention and Listening, Understanding, Speaking, Moving and Handling, and Making Relationships.	<p>Additional staff in EYFS to ensure a higher ratio of adult to pupils.</p> <p>Language box interventions to support attention and listening, developing of key vocabulary and turn taking.</p> <p>Letter-join logins given to all children to allow access to quality handwriting tutorials and practice at home. Print-outs given to those without access to ICT.</p> <p>Activelearn logins given to all children to allow access to fully decodable texts, phonics games</p>	£18,000	Progress over time as validated by learning journals, observations and assessments in all areas of the foundation stage curriculum. Close monitoring of the gap between disadvantaged and non-disadvantaged pupils.

		and revision lessons on Bug Club and Phonics Bug.		
Some of our children entitled to the pupil premium have concerning attendance and punctuality and this has a negative impact on their learning.	To ensure children attend at least 96% and that they arrive routinely on time and ready for learning.	<p>Meet with families to discuss concern and identify any support needed to ensure children attend and arrive on time.</p> <p>This may include supporting parents with access to breakfast and afterschool club and support bring children to school.</p> <p>Staff to monitor attendance regularly and maintain close contact with families.</p> <p>Attendance support plans put in place where parents require the support. Or alternatively target sheets for children.</p>	£94	Children who have concerning attendance currently will improve and attend more regularly and on time and this will have a positive impact on their learning.
Some of our children entitled to the pupil premium have no access to an appropriate device for home learning in the event of having to self-isolate during the COVID-19 pandemic.	To ensure that all children have access to learning materials and/or a device during extended periods of home learning so that they receive the same learning opportunities as their non-disadvantaged peers.	<p>To provide printed packs of materials and stationery for families who have no internet access at home during a bubble/school closure, or period of self isolation.</p> <p>To provide an appropriate device for children to access online learning where needed to ensure equal opportunity to learn.</p>	£5000	Disadvantaged pupils will engage with home learning at the same rate as their non-disadvantaged peers, and this will be reflected in their attainment and progress.

<p>Some of our families entitled to pupil premium funding find it difficult to purchase school uniform. They may also find it challenging to fund extracurricular activities/ clubs and attend residential and school visits.</p>	<p>To ensure that all children have the correct uniform for school and have access to the same wider curriculum opportunities and life experiences that their non-disadvantaged peers receive.</p>	<p>Provide uniform for families that need it.</p> <p>Be vigilant in recognising the needs of our pupil premium children so that we can respond quickly and with sensitivity.</p> <p>Provide free places in wrap around care clubs that provide opportunities for wider curriculum enjoyment.</p> <p>Offer subsidised instrument lessons.</p> <p>Subsidise the cost of residential and school visits if/when they resume.</p>	<p>£1000</p>	<p>All pupils will have access to the essentials they need to feel part of the St. Jerome community and access a broad and balanced curriculum.</p>
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The school keeps a register of pupils who are entitled to the pupil premium funding and their progress and attendance is monitored each term and additional support and its impact is recorded.

Date of the next review of the school's pupil premium strategy: September 2021

Evaluation of the use and impact of Pupil Premium Funding 2019-2020

During the academic year 2019-20, St. Jérôme Church of England Bilingual School received a total of £20,270 of funding to support disadvantaged children. The planned spending for the grant had to change somewhat in March due to COVID-19 and the closure of schools to most pupils. During this time we remained open for vulnerable pupils, those with an EHC plan and key worker families, as well as supporting many of our pupil premium families both financially and with pastoral care over the Spring and Summer period. Please see below the spending review. Progress data has had to be taken from our September 2020 baseline as there were no assessments in the Summer Term.

Identified barrier to educational achievement	Provision Made	Impact
<p>Some of our children entitled to pupil premium funding have reading levels that are below the expected standard for their age. This could be due to a special educational need or they may not have access to an adult who can support them at home. This is the same with phonics as we often find many parents are unclear about how to support their child. Many of our families speak English as an additional language which can have an impact on the support parents are able to give their children in Reading, Writing and Phonics.</p>	<p>English consultant with phonics specialism supporting the school in moving towards a phonics-based reading programme. Skype sessions with individual year groups for advice and to check progress. Parent workshop about how phonics is taught at St Jerome and how parents can help at home.</p> <p>Staff trained in delivering Destination Reader in year 3.</p> <p>New decodable reading books (Dandelion books) purchased for home reading.</p> <p>Catch up phonics groups for those at risk of underachieving.</p> <p>Daily 1:1 reading during soft start for pupils who have limited access to reading with an adult at home.</p> <p>high quality models of language and language structures.</p> <p>Provide each child who is entitled to pupil premium funding with a voucher to use as the school book fair.</p>	<p>80% of PP children across the school have made good or better progress in reading.</p> <p>Of the 20% (4 pupils) who did not make the expected progress 50% (2 pupils) are SEND. Another of these pupils has experienced a family breakdown and had very low attendance.</p>

<p>Some of our children entitled to pupil premium funding also enter school with poor fine and gross motor skills due to lack of opportunity to experience to mark making or confined spaces and reduced opportunities for outdoor learning. As a result, children are arriving at school at a lower baseline than expected and not ready for learning in EYFS.</p>	<p>Additional teaching assistant time to lead small group or individual interventions to accelerate progress.</p> <p>SEND resource room with a 'Funky Finger' workstation for 1:1 or small group access, regularly supervised by the SENCO to ensure best practice.</p> <p>Letter-join logins given to all children to allow access to quality handwriting tutorials and practice at home. Print-outs given to those without access to ICT.</p>	<p>All PP children in EYFS made at least 2 sublevels of progress in moving and handling between Sep and March.</p>
<p>Some of our children entitled to the pupil premium have concerning attendance and punctuality and this has a negative impact on their learning.</p>	<p>Meet with families to discuss concern and identify any support needed to ensure children attend and arrive on time.</p> <p>This may include supporting parents with access to breakfast and afterschool club and support bring children to school.</p> <p>Staff to monitor attendance regularly and maintain close contact with families.</p> <p>Attendance support plans put in place where parents require the support. Or alternatively target sheets for children.</p>	<p>Average attendance between Sep 19 and end of Feb 20 was 94.4% for PP children. However this is often the case as there are more absences in the winter months.</p>
<p>Some of our children entitled to pupil premium funding also enter school with spoken levels of language that are below the expected level for their age. These children may not have experienced a language rich environment at home. As a result, they often have limited vocabulary; a lesser ability to express themselves and often it is difficult for adult support to be provided in the family.</p>	<p>Additional teaching assistant time to lead small group or individual interventions to accelerate progress.</p> <p>Access to the SEND resource room with games and resources specifically designed to develop vocabulary and conversational skills.</p> <p>Cornerstones pre-teaching materials sent home at the beginning of a new unit to support curriculum access.</p> <p>Coffee mornings with skilled professionals to promote talk in the home and provide practical solutions for parents.</p>	<p>All PP children in EYFS made at least 2 sublevels of progress in speaking, listening and attention between Sep and March.</p>

<p>Some of our families entitled to pupil premium funding find it difficult to purchase school uniform.</p>	<p>Support families to purchase school uniform required for the year. Provide second hand, good as new, uniform to those who need it.</p>	<p>Children who have grown out of school uniform have been given uniform by the school. The school has also provided full sets of uniform to new arrivals who are PP.</p>
<p>Some of our families entitled to pupil premium funding find it challenging to enable their children to participate in extracurricular activities/ clubs and attend residential and school visits.</p>	<p>Contributions to the cost of visits/clubs/Instrument lessons</p>	<p>Three PP children have had instrumental lessons subsidised by the school.</p> <p>Trips in the Autumn Term 2019 were attended by PP children free of charge.</p> <p>PP children received one free book of their choice at our book fair this year.</p> <p>Collection and donations of food and welfare packages were given to PP families during the National Lockdown from March-August.</p>