



# 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 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.

## School overview

Detail	Data
School name	St. Jérôme Church of England Bilingual School
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Daniel Norris
Pupil premium lead	Sarah Cox
Governor / Trustee lead	Christian Penhale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£55,960

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Jérôme School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve a high standard of attainment across all curriculum areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers, low-income families, those impacted by the pandemic, new arrivals and those with Special Educational Needs. The actions we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- work alongside families to address challenges that arise along the way with flexibility and swift support
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- make mental health and wellbeing a priority to ensure pupils are ready for learning and enjoy coming to school

# Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped speaking, listening and attention skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in Reception through to KS1 but are also present among our disadvantaged pupils in KS2.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils, notably due to family trauma, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 25 pupils (13 of whom are disadvantaged) currently require additional support with social, emotional and mental health needs, receiving intervention from our SEMH Lead and/or external professionals arranged by the school.</p>
5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 1.8% lower than for non-disadvantaged pupils, and 5.5% lower for disadvantaged SEND pupils.</p> <p>Since September 2021 this gap has closed slightly to 1.6% between disadvantaged and non-disadvantaged. However, it has grown to a 6.6% gap between disadvantaged SEND pupils and non-disadvantaged pupils.</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
Improved speaking, listening and attention skills and vocabulary among disadvantaged pupils, particularly in EYFS and KS1	Assessments and observations indicate significantly improved speaking, listening and attention skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny, ongoing formative assessment and communications with parents about language use at home.
Improved phonics and reading outcomes among disadvantaged pupils at the end of KS1	KS1 Phonics screening outcome in 2021-2024 show that more than 70% of disadvantaged pupils meet the expected standard. KS1 reading outcomes in 2021-2024 show that more than 70% of disadvantaged pupils meet the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022-23 and 2023-24 show that more than 75% of disadvantaged pupils meet the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2022-23 and 2023-24 show that more than 70% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022-24 demonstrated by: <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· a significant reduction in school behavioural incidents for pupils with SEMH needs.</li> <li>· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/24 demonstrated by: <ul style="list-style-type: none"> <li>· the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged SEND pupils and their non-disadvantaged peers being reduced to &lt;5%.</li> </ul>

Activity in this academic year

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

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train EYFS staff in delivering the NELI programme to pupils working below ARE in Speaking, Listening and Understanding.	The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children’s oral language skills as well as promoting longer-term progress in reading comprehension. <a href="https://www.elklan.co.uk/NELI/">https://www.elklan.co.uk/NELI/</a>	1
Ensure all staff have received high quality training to deliver effective phonics according to our SSP and fund release time for the subject leader to monitor.  Purchase phonics games and resources to support effective teaching and learning.	Phonics Bug is a DfE approved Systematic Synthetic Phonics Programme. The programme is the product of seven years’ research in Clackmannanshire, Scotland, which produced remarkable gains in reading and spelling among those children who followed the programme. <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme</a>	2
Establish a reading rich environment in all classrooms and embed opportunities	The DfE reading framework set outs the importance of reading. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/10009">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/10009</a>	2

for reading across the curriculum.	<a href="#">08/Reading framework Teaching the foundations of literacy - Section 1.pdf</a>	
Develop a writing strategy across the school to ensure greater coverage and more opportunities for narrative, as well as a progression of skills, with oral storytelling in EYFS and KS1 to develop vocabulary and oral skills.	<p>The DfE's internal analysis of the data from PIRLS in 2006 suggested it was particularly narrative rather than information texts that made the most difference to pupil's engagement in learning.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/10009/08/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/10009/08/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf</a></p> <p>Talk for Writing is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.</p> <p><a href="https://www.talk4writing.com">https://www.talk4writing.com</a></p>	1, 3
<p>SEMH training for all staff and the development of an SEMH Lead.</p> <p>PSHE Subject Leader development to ensure teaching with fidelity to Heartsmart across the school.</p>	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</a></p>	4

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Use of 'bucket time' (Attention Autism) intervention to support pupils with attention and listening difficulties in EYFS-Y3</p>	<p>Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.</p> <p><a href="https://sendat.academy/students/wp-content/uploads/sites/20/2020/03/Bucket-Time-Ideas.pdf">https://sendat.academy/students/wp-content/uploads/sites/20/2020/03/Bucket-Time-Ideas.pdf</a></p>	<p>1</p>
<p>Specialist ELKLAN trained TA to deliver carry over support according to Individual Support Plans.</p>	<p>Elklan has offered decades of front-line expertise in speech and language therapy and training, and understands the vital tools for people to use when working with children.</p> <p><a href="https://www.elklan.co.uk">https://www.elklan.co.uk</a></p>	<p>1</p>
<p>Targeted phonics intervention for pupils at risk of not meeting the expected standard in the phonics screening in Y1+2. Delivered in collaboration with English Hub.</p>	<p><a href="http://www.englishhubs.org">http://www.englishhubs.org</a></p> <p>Daily targeted practice of phonics and reading for the lowest attaining 20% of pupils gives them the best chances of catching up with their peers.</p>	<p>2 + 3</p>
<p>5-minute English Box Precision Teaching for Y3 pupils working at pre-key stage standards.</p>	<p>Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It is one of the most effective teaching strategies for ensuring high levels of fluency and accuracy.</p> <p><a href="https://www.fiveminutebox.co.uk/the-five-minute-box/">https://www.fiveminutebox.co.uk/the-five-minute-box/</a></p>	<p>2 + 3</p>
<p>1:1 Tuition in Writing for children who have made slow progress as a result of the pandemic. Supported by £3,645 of additional tuition funding.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</a></p> <p>The DfE are recommending tuition programmes to support pupils most adversely affected by school closures during the pandemic.</p>	<p>4</p>



SEMH support in the form of 1:1 mentoring, small group emotional literacy groups, and bereavement support.	<a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a> The DfE are recommending that all schools develop SEMH Leads to support the mental health and wellbeing of pupils.	5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND coffee mornings/afternoons and workshops to re-engage parents after the pandemic and build a supportive community.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</a> The SEND Code of Practice strongly advocates for parents to be provided with the information, advice and support necessary to enable them to participate in discussions and decisions about their child's SEND support.	5 + 6
Expand our extended provision to support working parents with breakfast and after school club and engage disadvantaged children in enrichment activities	<a href="https://www.education-ni.gov.uk/sites/default/files/publications/education/Extended%20Schools%20Annual%20Report%2018-19%20Final.docx.pdf">https://www.education-ni.gov.uk/sites/default/files/publications/education/Extended%20Schools%20Annual%20Report%2018-19%20Final.docx.pdf</a> Extended school programmes raise standards for pupils, targets those most in need, and improves the physical and mental health of young people.	5 + 6
Diversity steering group to ensure our curriculum reflects the community and to give parents a closer interaction with their children's education.	<a href="https://www.equalitiesaward.co.uk/ideas-hub/creating-an-equality-and-diversity-working-group-in-school">https://www.equalitiesaward.co.uk/ideas-hub/creating-an-equality-and-diversity-working-group-in-school</a> Although we are not working towards an official 'award' in recognition of this work, we recognise its importance for us as a hugely diverse school.	5 + 6

<p>Develop strong links with external agencies that form the local offer in order to support families that are having difficulties that impact their mental health and wellbeing as well as their attendance and punctuality.</p>	<p><a href="https://www.harrow.gov.uk/childrens-social-care/early-support-hubs">https://www.harrow.gov.uk/childrens-social-care/early-support-hubs</a></p> <p>Close partnership between services creates a strong culture of safeguarding and provides families with early help, when they need it most.</p>	<p>5 + 6</p>
<p>Uniform, stationery and devices to support those that need them.</p>	<p><a href="https://www.gov.uk/government/publications/school-uniform">https://www.gov.uk/government/publications/school-uniform</a></p> <p>Guidance updated in Nov 2021 advises schools to make uniforms as accessible and affordable as possible for families.</p>	<p>5</p>

**Total budgeted cost: £56,000**

# 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 2020 to 2021 academic year.

At the start of this academic year we completed baseline assessments of all pupils to capture the impact of school closures during the lockdown between March – July 2020. We implemented an adapted curriculum, alongside small group interventions to target groups of children who had been most adversely affected and closely monitored the progress and attainment of pupils over the course of the Michaelmas Term. We saw excellent progress across all year groups and the children were beginning to get back on track with National Curriculum expectations. Unfortunately, the start of the Epiphany Term brought with it another lockdown and schools were once again closed from January – March. Whilst our remote learning offer was considerably more robust than in the first lockdown, and we did all within our power to engage all families, the accelerated progress we were able to achieve in the Michaelmas Term was slowed. Over the course of Trinity Term we worked hard to regain that momentum and support pupils to try and reach National expectations by July despite missing 1/3 of their schooling over the last two academic years.

**Early Years:**

	GLD	Reading	Writing	Number	Space, Shape & Measure
EXP	30% (17)	49% (28)	44% (25)	75% (43)	61%(35)
GDS	19% (11)	21% (12)	9% (7)	2% (1)	2% (1)
Total	49% (28)	70% (40)	56% (32)	77% (44)	63% (36)

EYFS Progress in Attention and Listening, Understanding, Speaking, Moving and Handling, and Making Relationships was good. However, our baseline assessments since returning in September 2021 show considerable gaps in Speaking, Listening and Attention for children entering reception this year, likely as a result of hindered nursery experience during the pandemic.

**Year 1:**

	Phonics	Reading	Writing	Maths
EXP	75% (42)	41% (23)	52% (29)	43% (24)
GDS	N/A	32% (18)	11% (6)	36% (20)
Total	75% (42)	73% (41)	63% (35)	79% (44)

**Year 2:**

	Phonics	Reading	Writing	Maths
EXP	88% (53)	52% (29)	55% (31)	58% (32)
GDS	N/A	23% (13)	9% (5)	21% (12)
Total	88% (53)	75% (42)	64% (36)	79% (44)

**Year 3:**

	Reading	Writing	Maths
EXP	47% (28)	42% (25)	50% (30)
GDS	25% (15)	11% (7)	23% (14)
Total	72% (43)	53% (32)	73% (44)

**Year 4:**

	Reading	Writing	Maths
EXP	35% (16)	47% (21)	38% (17)
GDS	49% (22)	31% (14)	53% (24)
Total	84% (38)	78% (35)	91% (41)

In years 1-4:

51% of disadvantaged

pupils are on track in Reading compared to 65% of their peers.

37% of disadvantaged

pupils are on track in Writing compared to 55% of their peers.

56% of disadvantaged

pupils are on track in Maths compared to 66% of their peers.

Disadvantaged pupils therefore underachieve compared to their non-PP peers across all three areas.

95% of disadvantaged pupils are making good progress in Reading compared to 98% of their peers.

91% of disadvantaged

pupils make good progress in Writing compared to 95% of their peers.

98% of disadvantaged

pupils make good progress in Maths compared to 98% of their peers.

PP pupil progress is therefore broadly in-line with their peers.

Our whole school attendance at the end of the academic year was 96.39%, slightly higher than our 96% target, which is exceptional given the pandemic and the attendance rates both locally and nationally. Attendance for disadvantaged children was slightly lower at 94.48% but still very high when compared locally and nationally. Throughout the period of school closures, we issued 9 devices to support attendance of remote learning for families that didn't have one, and regularly collected vulnerable pupils to ensure they attended our provision.

In the Michaelmas and Trinity Terms when the school was open to all pupils we had 13 disadvantaged pupils attending extra-curricular clubs and assisted 5 pupils to attend free breakfast and/or after school club provision.

## Externally provided programmes

Programme	Provider
Abacus Maths	Pearson Education
Mathletics	3P Learning
Cornerstones	Cornerstones Education
Destination Reader	Hackney Services for Schools