## **Pupil premium strategy statement**



#### **School overview**

Metric	Data
School name	Judith Kerr Primary School
Pupils in school	339
Proportion of disadvantaged pupils	1.2% (4)
Pupil premium allocation this academic year	£32,280
Academic year or years covered by statement	2019-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	
Pupil premium lead	J Ryan
Governor lead	Karen Walker

# Disadvantaged pupil progress scores for last academic year 2021 (NB 2019 results)

Measure	Score
Reading	1.53
Writing	-1.53
Maths	-2.43

#### Strategy aims for disadvantaged pupils

Measure		Score
Meeting expected standa	rd at KS2	50%
Achieving high standard	at KS2	25%
Measure	Activity	
Priority 1	To ensure all FSM children receive additional guided group and catch up sessions	
Priority 2	To support social and emotional wellbeing of FSM to ensure they can access learning as well as possible	
Barriers to learning these priorities address	That 40% of our disadvantaged children are on the SEN register and this may make progression rates hard to achieve	
Projected spending	£32,000	

#### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To close the gap of PPG against non-PPG	Sep 21
Progress in Writing	To close the gap of PPG against non-PPG	Sep 21
Progress in Mathematics	To close the gap of PPG against non-PPG	Sep 21
Phonics	To close the gap of PPG against non-PPG	Sep 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

#### Targeted academic support for current academic year

Measure	Activity
Priority 1 To close the gap	Ensure that an effective teacher is in front of every class and that every teacher is supported to keep improving.
	Strategically planned CPD programme linked to priorities on the school development plan.
	Expert senior leaders to provide support teaching, coaching, and mentoring in targeted year groups.
	Provide further support for curriculum leaders so that they are confident to articulate intent, implementation and impact within their subject area.
	Ensure that for key children access quality guided groups and interventions
	A dedicated programme for additional adults is implemented to support progression through subject knowledge and education pedagogy
Priority 2 To support social and	To put in place emotional literacy programme for targeted children
emotional wellbeing of FSM	Run break time social groups
to ensure they can access learning as well as possible	Offer ELSA for targeted children
Barriers to learning these priorities address	Ensuring staff used evidence based whole class teaching interventions
Projected spending	£28, 000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Putting in place a coaching programme for all staff
Priority 2	Offer reduce residentials and trips
Barriers to learning these priorities address	Percentage of children that are SEN Targeting offer to correct families
Projected spending	

#### **Monitoring and Implementation**

Area	Challenge	Mitigating action
Teaching	Developing staffs knowledge with AFL strategies so that can present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches	Senior Leaders to provide coaching and INSET sessions Work closely with coaching programme and instructional coaching
Targeted support	Training and coaching of TAs.	Trained Teachers to mentor coach additional adults with guided groups
Wider strategies	Click or tap here to enter text.	Click or tap here to enter text.

#### Review: last year's aims and outcomes

Aim	Outcome
To close gap between FSM and non FSM	No officially data has been collated But EOF Data 2021 shows:
Year 1 Phonics	PPG 100%