



Thomas Johnson Lower School

Dream - Discover - Flourish

2021-22 Pupil Premium Grant & Covid Recovery Premium Funding

Eligibility

The **pupil premium grant** is additional funding given to publicly funded schools in England to raise the attainment of identified pupils and close the gap between them and their peers.

The **COVID recovery premium** is allocated using the same data as that for pupils in receipt of Pupil Premium funding. This means the following pupils will be supported by the recover premium:

- pupils who are eligible for free school meals
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children
- post-looked after children

Funding

The COVID catch-up premium is funded on a basis of **£145 per pupil** for eligible pupils, based on the October 2020 census. Additionally, the school will receive a top up funding to ensure that we receive not less than **£2000** in total.

This funding will be used to:

- support the quality of teaching (including staff professional development)
- provide targeted academic support
- provide support for non-academic barriers to success in school such as attendance, behaviour and social and emotional support.
- support a wider cohort of pupils that those who attract the funding
- direct this spending where schools feel the need is greatest.

The school will receive payments in 4 tranches: September, December, April and June.

Our intent

- In addition to the pupil premium funding, to support education recovery for disadvantaged pupils and for those whose learning was most impacted by the double lockdown.
- To support emotional well being and positive mental health and therefore reduce barriers to learning

Our implementation

- The use of a Higher Level Teaching Assistant to provide small group daily interventions in Phonics, English (including hearing reading) and Maths.
- To include within these groups identified pupils, not in receipt of PP Funding, where the need for short term intervention is identified
- To provide Learning Support Assistants to offer our emotional wellbeing support, through our "Feelings Matter" groups, to identified pupils

Our intended impact (aims and expectations)

- Eligible pupils are supported to make strong progress outcomes at the end of 2021-22.
- Other identified pupils are given small group support, as short term intervention, with a highly qualified HLTA to meet their needs and ensure rapid progress.
- Learning Support Assistants offer eligible and identified pupils a programme of weekly emotional wellbeing support (“Feelings Matter”) to provide support for non-academic barriers and ensure pupils are in the best place emotionally to learn.

This year our combined funding is **£12760** made up of the Pupil Premium grant of £10760 + Covid Premium Funding of £2000 and we have drawn up the following criteria for supporting our children in receipt of this grant, and maximising the impact.

Funding will allocated:

Action	Who?	Cost	Staff	Intended impact
Daily focus phonics	KS1 PP and identified pupils	30 mins x 5 £1365	HLTA	to address identified gaps in pupil learning and promote swift progress towards ARE targets
Daily focus intervention sessions in phonics/English	KS2 and identified pupils	30 mins x 5 £1365	HLTA	to support those pupils who did not achieve Yr 2 phonics test
Daily focus intervention sessions in English and Maths	PP and Identified pupils Groups of children	2 hours x 5 £9270	HLTA	to address identified gaps in pupil learning and promote swift progress towards ARE targets
Daily readers heard; Training support	PP and children who are not heard regularly at home	in house - no additional cost	Class LSA	to promote reading confidence and build extended vocabulary
Feelings matter groups - further resources	PP and identified pupils	£950	Class LSA	to remove non-educational barriers to learning

Achievements 2020-21

Please refer to the [2020-21 Covid Catchup Funding Report](#), published on our website, for further information.

Pupil context across the school is shown below

Yr group CONTEXT	% PP	% SEN (of which EHCP)	
Rec (23 pupils)		4 (17%) EHCP 1 (4.5%)	1 new starter in June exc from results

Yr 1 (14 pupils)	1 (4%)	2 (14%)	
Yr 2 (22 pupils)	4 (19%)	6 (28.6%) EHCP 1 (4.8%)	1 new starter in June exc from results
Yr 3 (20 pupils)	2 (10%)	3 (15%)	
Yr 4 (11 pupils)	2 (18.2%)	3 (27.3%) EHCP 1 (9.1%)	

Detail of assessments which took place June 14th

- Year 1 = Assertive mentoring tests R and M; Unaided writing; Phonics check
- Year 2 = "SATS" testing (excluding SEND) in Reading and Maths; Unaided writing; Phonics check
- Years 3 & 4 = NFER testing in R and M. Unaided writing.
- Year 4 = additionally Times tables optional test.

Pupil premium outcomes 2020-21

	Reading	Writing	Maths
Yr 1	n/a	n/a	n/a
Yr 2	75% just below	50% just below	75% just below
Yr 3	100% just below	100% just below	50% At
Yr 4	50% At	50% At	50% At

End of year assessment broken down - ALL PUPILS 2020-21

This table shows the impact of the combined Covid funding and Pupil Premium funding across the school.

Subject	At + above (At + above + cusp)	Whole school average (KS1 & 2)
Reading	Yr R = 60% (73%) Yr 1 = 62% (78.5%) Yr 2 = 57% (76%) Yr 3 = 65% (80%) Yr 4 = 82% (91%) Yr 4 progress matched = 3 / 5 (60% expected)	67% At and Above (summative test + teacher assessment) 81% At and Above, including chn who are "just below" ARE
Writing	Yr R = 43% (73%) Yr 1 = 54% (78.5%) Yr 2 = 48% (71%) Yr 3 = 50% (95%) Yr 4 = 91% (91%) Yr 4 progress matched = 4 / 5 (80% expected or better)	61% At and Above (summative test + teacher assessment) 84% At and Above, including chn who are "just below" ARE
Maths	Yr R = 56% (78%) Yr 1 = 62% (85.7%) Yr 2 = 57% (85.7%)	61% At and Above (summative test + teacher assessment)

	Yr 3 = 70% (75%) Yr 4 = 55% (73%) Yr 4 progress matched = 3 / 5 (60% expected or better)	80% At and Above, including chn who are “just below” ARE
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Commentary on outcomes 2020-21:

Reading - greatest barrier on Yrs R-2 was due to reduced direct teaching opportunities of phonics and early writing teaching in lockdown 1 (when home education was not compulsory). Lockdown 2 provided support through recorded lessons - so that children were taught phonics daily, and from an experienced practitioner, and pupils also had the benefit of hearing stories read to them regularly.

Writing - As in Reading, the greatest barrier has been on Yrs R - 2 due to reduced opportunities during Lockdown 1 of accessing direct teaching of phonics and early writing skills such as (handwriting, spelling, grammar and high frequency word reinforcement). Recorded lessons in Lockdown 2 provided support via direct teaching examples of writing skills.

Maths - Greatest impact in Yrs 2-4 reflecting in some degree parental confidence in supporting the teaching of trickier maths concepts, or promoting regular practising of times tables in Lockdown 1 and 2.

Comparative data

In 2018-19 our PPG pupils achieved the following outcomes with regard to statutory testing.



In Reception in 2018-19

In a cohort of 19 pupils, there were 2 pupils in receipt of PPG, one of which is SEN;

50% of Pupil Premium pupils achieved a Good Level of Development (GLD) with a combined average point score of 30.0 (compared to non-PP pupils average point score of 36.1)

In Year 1 Phonics.

There were no pupils in receipt of PPG in Year 1.

In Year 2: Of a cohort of 13 pupils, there were 4 pupils overall in receipt of the PPG, of which 2 were from service families. Of these, 2 were SEND.

	Reading		Writing		Maths	
	At or above ARE		At or above ARE		At or above ARE	
Pupil premium (2)	At + above 50%	Above 0	At & above 0%	Above 0	At & above 0%	Above 0

Service pupil (2)	100%	50%	100%	0	100%	0
Non- pupil premium (9)	100%	33%	100%	33%	100%	33%

In Year 4: In a cohort of 14 pupils, 2 were PPG, of which 1 was SEN. Both pupils joined after KS1, but progress is mapped from their starting points on entry into our school.

	Reading		Writing		Maths	
	At or above ARE		At or above ARE		At or above ARE	
Pupil premium (2)	At + above 50%	Above 0	At & above 50%	Above 0	At & above 50%	Above 0
Pupil premium (2) Progress	100% expected		100% expected		100% expected	
Non- pupil premium	100%	46%	100%	38%	92%	46%
Progress (12 matched pupils)	100%		100%		100%	

Our results look at attainment against Age Related Expectation (ARE) and look at the percentage of pupils achieving At and/or Above this expectation. The results match progress over Key Stages and look for expected and above expected progress being made