

## Pupil premium Strategy Statement

1. Summary information - St. John's C of E Primary School
- 2.

Academic Year	2016-2017	Total PP budget	£43560	Date of most recent PP review	March, 2018
Total number of pupils	102	Number of pupils eligible for PP	31	Date for next PP Strategy Review	July, 2018

At St. John's School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. From September, 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants who start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

### **Current Attainment and Progress**

#### **Overall Progress for Pupil Premium Children in Autumn 2 2017**

Overall progress of children is recorded half termly on our internal recording systems and a comparison of Pupil Premium (PP) and non-Pupil Premium children is clearly evident from this.

Internal tracking systems will provide this information.

**Barriers to future attainment (for pupils eligible for PP)**

**In –school barriers**

A	A large majority of PP pupils are also on the SEN register
B	Low levels on entry of PP pupils particularly in communication, literacy and language
C	Lack of motivation to want to persevere and succeed

**External barriers**

D	Attendance rates
E	Parental engagement with the school and lack of parental support during the holidays
F	Some home learning environments lack support for pupils’ communication and literacy skills

**Outcomes** (Desired outcomes and how they will be measured)

A	Improve language skills for pupils eligible for PP	Outcomes at the end of the EYFS,KS1 & KS2 in reading and writing show that all pupils achieved at least their end of year target and speaking and listening in EYFS as well
B	Accelerate progress of all PP pupils	Some PP pupils make above the expected progress each term
C	Provide additional support for PP SEN pupils	PP pupils on the SEN register will be provided with the appropriate provision to ensure that they achieve their targets on their IEP and the objectives that are being set for them in every lesson. As soon as targets on the IEP are achieved a new IEP is written and agreed with the parents/carers. All parents of SEN pupils sign a copy of the reviewed IEP and the new IEP with support on how to help their child
D	Increase parental engagement through workshops and regular meetings Improve attendance of PP pupils	High attendance at parent workshops, followed up by regular meetings with some PP parents Feedback from parents and parent questionnaires show that parents welcome support with their child’s learning Reduce the persistent absence (PA) of PP pupils from 2016/17 data
E	Increasing the number of PP pupils reaching a greater depth or achieving above national age related expectations across the curriculum	Data shows that most able pupils are at least in line with most able pupils nationally Ongoing monitoring of pupils achieving expected levels to ensure that they are being challenged to their full potential and some of these pupils are reaching a greater depth across the curriculum.

**Planned Expenditure**

**Academic year 2017-18**

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

**Quality of teaching for all**

<b><u>Desired outcome</u></b>	<b><u>Chosen action/approach</u></b>	<b><u>What is the evidence and rationale for this choice?</u></b>	<b><u>How will you ensure it is implemented well?</u></b>	<b><u>Staff lead</u></b>	<b><u>When will you review implementation?</u></b>	<b><u>Review</u></b>
Improve language skills for pupils eligible for PP	Setting for phonics in Yr.1 & 2 and start in Reception in the second half of the Autumn Term TAs & HT running intervention groups in Phonics and writing	Some pupils need targeted support to diminish differences and to have individual support matched to their needs This approach has been shown to be effective in other schools Outcomes at the end of EYFS and Year 1 phonics screening show an improvement after setting  Most able targeted to extend their learning	Literacy Co-ordinator Timetabled daily in Reception and 4 times a week in Yr.1 & 2 Part of the regular monitoring schedule	Lit Co-ord.	Dec. 2017 March 2018 July 2018	
	Supported reading programme x3 a week in Rec. to Yr.2 and Yr.5/6 Home reading journals checked daily and followed up to ensure that all children are	Tracking data in the school shows that reading is a real strength of the school Overtime in the school, this has impacted on our reading results across the school.	TAs to check reading journals daily Half – termly assessments and tracking for all pupils Support and training from the Literacy Consultant in modelled	Lit Co-ord.	Dec. 2017 March 2018 July 2018	

	reading daily at home. Intensive training from the Literacy consultant in developing reading and raising the standards across the school		lessons, team teaching, training, pupil progress meetings across the school.			
				Total budget	£14,380	

**£14,380** - £3,000 spent on a Literacy Co-ordinator supporting the teaching of reading and literacy, alongside supporting the TAs in the class teaching and the intervention groups.

**£11,380** – TA support both in the classroom and to take intervention groups.

<u>Desired outcome</u>	<u>Chosen action/approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>	<u>Review</u>
Accelerate progress of PP pupils	Teachers targeting support and TAs providing interventions where needed in reading, writing and maths	Some pupils need targeted support to diminish differences and to have individual support matched to their needs Data from 2016 in the school showed very positive progress measures where additional support and interventions were implemented The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally	SLT regularly review this Groups will be tracked half-termly and assessment information analysed Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support	HT and Assessment Co-ord.	Dec. 2017 March 2018 July 2018	
Provide additional support for PP SEN pupils	Additional 1 – 1 support	School data shows that in year groups where PP pupils are also on the SEN register, they need to make	SLT regularly review this SENCO/HT will take a lead on ensuring pupil outcomes are	SENCO	Dec. 2017 March 2018 July 2018	

		accelerated progress to bring them in line with all pupils.	improving and that the provision supports their needs.			
Increasing the number of PP pupils reaching a greater depth across the curriculum	<p>SLT to identify pupils with the potential to reach a higher standard in their learning across the curriculum</p> <p>Class teachers to meet with parents of potential pupils to share ideas for supporting learning at home</p>	<p>The school data shows that we need to increase the number of most able PP pupils reaching a higher standard</p> <p>Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools</p> <p>We have focused on Spag as the school data shows that we need to increase the number of most able PP pupils reaching a higher standard</p>	<p>Produce a list of targeted pupils</p> <p>Literacy Consultant providing training for teachers and TAs, supporting with planning, teaching and assessment to ensure that it is having the maximum impact</p>	Literacy Co-ord Ass Co-ord.	Dec. 2017 March 2018 July 2018	

**Total cost: £29,180 - £2,000 for SENCO, £4,000 for Literacy Co-ordinator and £23,180 for TAs to support groups in class and intervention programmes**

**Other approaches**

<b><u>Desired outcome</u></b>	<b><u>Chosen action/approach</u></b>	<b><u>What is the evidence and rationale for this choice?</u></b>	<b><u>How will you ensure it is implemented well?</u></b>	<b><u>Staff lead</u></b>	<b><u>When will you review implementation?</u></b>	<b><u>Review</u></b>
Improve parental engagement through workshops and regular meetings	<p>Subject Leads and HT to deliver workshops</p> <p>Support parents with reading books at home</p> <p>Send Library books home once a week</p>	<p>Parents are key in supporting effective learning as shown by a member of research project (Sutton Trust)</p> <p>Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they read</p>	<p>Attendance information at parent workshops will be analysed</p> <p>HT will oversee that the targeted parents are invited to attend</p> <p>Workshops advertised on the newsletter</p>	SLT	Dec. 2017 March 2018 July 2018	

		regularly with their child and complete homework				
Improve attendance of PP pupils	DHT, HT and Admin Officer to focus on PP that are PA	We know that attainment for all pupils can be improved with good attendance. Targeted families and promoting the importance of good attendance is essential to improving outcomes	Tracking of attendance data Regular meetings with EWO  Part of SIP – SLT regularly review this Governors to have a termly report to ensure clear actions are in place and attendance data is improving for PA, PP pupils Attendance to be discussed regularly at meetings	HT	Dec. 2017 March 2018 July 2018	

**Total cost:£1,200 - £400 E-Safety workshops, £400 for subject co-ordinators to be released to prepare for workshops,£400 for admin officer to monitor attendance of PP pupils**

**Overall Progress for 2016-2017**

Overall progress of children based on target tracker and a comparison of Pupil Premium (PP) and non-Pupil Premium children.

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Year 1</b>			
Overall Class Progress	3.7	3.4	3.4
Non PP	4.5	4.5	4.3
PP	2.7	2	2.2
<b>Year 2</b>			
Overall Class Progress	4.1	3.4	3.7
Non PP	4.1	3.6	3.9
PP	4	3	3.5
<b>Year 3</b>			
Overall Class Progress	3.6	3.1	3.5
Non PP	3.3	2.8	3.5
PP	3.8	3.3	3.5
<b>Year 4</b>			
Overall Class Progress	4	3.5	4
Non PP	4.2	3.9	4.1
PP	3.5	2.8	3.8
<b>Year 5</b>			
Overall Class Progress	3.9	3.5	3.6
Non PP	4	3.9	3.6
PP	3.8	3.2	3.7
<b>Year 6</b>			
Overall Class Progress	3.7	3.8	4
Non PP	3.8	3.7	3.8
PP	3	4	5