

Pupil Premium Strategy Statement

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

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Academic Year	2019-2020	Total PP budget	£42,240	Date of most recent PP review	January, 2020
Total number of pupils	97	Number of pupils eligible for PP	18	Date for next PP Strategy Review	July 2020

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. The school's Pupil Premium Strategy 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 and quality first teaching, 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 up to Summer 2018-19

Overall progress of children based on assessment procedures used in school and a comparison of Pupil Premium (PP) and non-Pupil Premium children.

Data in 2018 – 2019 from 29 pupil premium pupils	Pupils eligible for PP at St. John's	Pupils not eligible for PP at St. John's
% achieving ARE in Reading in July, 2019	74%	78%
% achieving ARE in Writing in July 2019	78%	80%
% achieving ARE in Mathematics in July 2019	78%	82%

Data is significantly higher in both columns than last year due to higher expectations of teaching and learning and the consolidation of a robust assessment system, making judgements more accurate and consistent

Barriers to future attainment (for pupils eligible for PP)

In –school barriers

A	Half of the 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	Poor attendance
E	Lack of parental engagement with the school and lack of parental support during the holidays and term time.
F	Some home learning environments lack support for pupils' communication and literacy skills and PP pupils tend to have less access to enriched opportunities to boost confidence, affecting well-being and expectations for learning.
	<i>We are working closely with the ETSP to take part in a variety of different enrichment activities such as Art, debating , science, maths, poetry, sport, music as well as working internally to provide opportunities where we can.</i>

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 progress 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 or year to diminish the gap.
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 2018/19 data to ensure that their attendance is consistently at least 95%. Attendance at weekly Parents' Support Group will be high and having a positive impact on attendance and parental engagement in pupils' learning.

E	Through the use of various different strategies and appropriate support, we are accelerating the progress being made by PP pupils across the curriculum and in particular where a PP pupil has a talent in a particular area of 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 in the area of the curriculum that they are gifted in. PP pupils avail of the enriched opportunities that are being provided for them in particular where they are talented.
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Planned Expenditure

Academic year 2019-20

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

<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 Termly</u>
Improve language skills for pupils eligible for PP	Setting for phonics and daily reading/language development in Yr.1 & 2 and start in Reception in the first half of the Autumn Term TAs & HT involved in delivering phonics, reading and writing in ability groups daily. Key vocabulary across all classes incorporated across the curriculum Whole class reader across the classes	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	Literacy Co-ordinator & HT Timetabled daily in Reception and 5 times a week in Yr.1 & 2 Part of the regular monitoring schedule	Lit Co-ord. HT	Reviewed in pupil progress meetings half-termly	EYFS(1 ch.) Top up session for 1 ch. and differentiated groups well established, all pupils have made at least good progress and parents are involved Yr.1 (2 ch.)phonic screening test in Dec. showed that 1 PP pupils is on track to pass the Yr.1 phonic test Yr.2(2 ch.)phonic screening for 1 PP Yr.2 pupil shows that she is on track to pass the Yr. 1 phonic test The other 1 PP pupil is not on track to achieve an expected reading level and concerns in speaking and listening. Both the Yr.2 pupils are on the SEN

		extend their learning				<p>register</p> <p>In KS2 – 13 pupils are PP, of these 2 pupils are not making expected progress.</p>
	<p>Supported reading programme in Rec. Supported daily reading in Yr.1/2</p> <p>Home reading journals checked daily and followed up to ensure that all children are reading daily at home.</p> <p>Intensive training from the Literacy co-ordinator in developing reading and raising the standards across the school</p>	<p>Tracking data in the school shows that reading is not high enough in the school. More pupils need to be making accelerated progress and many PP pupils closing the gap from below to expected level.</p>	<p>TAs to check reading journals daily</p> <p>Half – termly assessments and tracking for all pupils</p> <p>Support and training from the Literacy Co-ordinator in modelled lessons, team teaching, training, pupil progress meetings across the school.</p>	Lit Co-ord. & HT	<p>Reviewed in pupil progress meetings half-termly</p>	<p>Reduction in the number of pupils being sent to Catch up Club in Yr.5/6 for not reading daily. Reduced by 25% from September, 2019</p> <p>Moderation and observations in the classroom positively recognise the huge impact that Parental supported activities within each classroom has had on raising standards in reading.</p> <p>Reading results much improved, see data, in particular number of pupils in exceeding category.</p>
				Total budget	£13,400	
<p>3 TAs have attended phonic training, literacy co-ordinator has provided several training opportunities for all staff, TAs all attend half-termly moderation and Pupil progress meetings, all staff involved in curriculum review, HT meets with TAs and KS1 teacher weekly re. literacy,</p>						

external moderation with other schools

£13,400 - £3,000 spent on the Head teacher supporting the teaching of reading and phonics, alongside supporting the TAs in the class teaching and the intervention groups. £10,400 – 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 December, 2019</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 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.	Half-termly	Please refer to the progress and attainment table completed half-termly Following pupil progress meetings, provision timetables have been agreed and implemented. Reviewed half-termly or sooner if required.
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	SLT regularly review this SENCO/HT will take a lead on ensuring pupil outcomes are improving and that the provision	SENCO	Half-termly	The SENCO has spent a lot of time reviewing IEPs and setting new IEPs with teachers and TAs to ensure that the needs of the pupils are

		register, they need to make accelerated progress to bring them in line with all pupils.	supports their needs.			<p>being met. The literacy Co-ordinator and HT has supported TAs in ensuring that there is high quality teaching taking place.</p> <p>Majority of the pupils have achieved their targets on their IEPs and these are now being reviewed half-termly to ensure accelerated progress is taking place.</p> <p>Many PP/SEN pupils have behavioural difficulties which is seriously impacting on the learning and taking a lot of SENCO and HT time to ensure that their needs are being met.</p> <p>The school is very effective in managing pupils with behavioural difficulties as is evident on their IEPs.& SEN files/ case studies.</p>
Increasing the number of PP	SLT to identify pupils with the	The school data shows that we need	Booster Club x 4 a week and regular	Literacy Co-ord	Half-termly	All more able pupils attend the appropriate

pupils reaching a greater depth in areas of the curriculum where they demonstrate a talent.	potential to reach a higher standard in their learning across the curriculum Class teachers to meet with parents of potential pupils to share ideas for supporting learning at home	to increase the number of most able PP pupils reaching a higher standard Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools	interventions by a senior teacher Produce a list of targeted pupils Literacy and Numeracy Co-ordinator providing training for teachers and TAs, supporting with planning, teaching and assessment to ensure that it is having the maximum impact	Ass Co-ord. Numeracy Co-ord		clubs and booster lessons in KS2 All more able pupils in Yr. 6 are having additional intervention programmes on a regular basis. Identified provision in place for more able pupils across the school and being implemented consistently.
				Total budget	£23,040	

Additional funding for TA to run booster sessions, TA training to be a HLTA, additional resources purchased and several parent workshops have been ran and very well attended, 30 ipads purchased, another reading scheme for KS1 and additional texts for KS2, extensive enrichment programme, competitive sport, music festivals, full implementation of programme from ETSP, subject co-ordinators attending training from ETSP

Total cost: £23,040 - £4,000 for SENCO, £10,000 for Literacy Co-ordinator and Numeracy co-ordinator and £9,040 for TAs to support groups in class and intervention programmes

Other approaches

<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 in January & July</u>
Improve parental engagement	Subject Leads, class teachers and HT to deliver	Parents are key in supporting effective learning as shown by	Attendance information at parent workshops will be analysed	SLT & class teachers	Autumn & Spring Term	Parent meetings on phonics, reading and maths have been

through workshops and regular lessons being observed by the parents in the classroom	workshops half-termly. All classes to run at least two lessons in both literacy and numeracy for parents to come in and be part of. Support parents with reading books and times tables at home	a member of research project (Sutton Trust) Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they read regularly with their child and complete homework	HT will oversee that the targeted parents are invited to attend Workshops and open lessons for parents to attend advertised on the newsletter well in advance	.		well attended. Excellent attendance at open lessons in all classes and very positive feedback Staff operate an open door policy so parents can come and talk to them or the HT about support in any subject area particularly in maths. Targeted parents who didn't attend the meetings are invited to meet with either the HT or the class teacher. As a result of working closely with the parents, there has been an improvement in spellings, reading, times tables and homework being completed.
Improve attendance of PP pupils	SENCO, 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	Tracking of attendance data Regular meetings with EWO Part of SIP – SLT regularly review this	SENCO	Reviewed weekly, meet with EWO fortnightly	Attendance for Autumn Term showed a dramatic improvement in attendance, 33 ch received 100% attendance for this

		importance of good attendance is essential to improving outcomes	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			term EWO reviewing detailed action plan for attendance termly, to ensure that all actions are being implemented and having maximum impact. Register of vulnerable pupils for attendance, linked to this. Action plans completed for all PA pupils, reviewed weekly, for many PA pupils, illness is an issue, referral to school nurse. Medical certificates required.
SENCO to run a parent group weekly	Parents of PA pupils and vulnerable pupils to be targeted	Parents need specific support and positive relationships to be developed between home and school	Timetabled to run every Thursday in the Library 1 – 2pm	SENCO/HT	January & July	Majority of parents attending weekly and excellent feedback. Attendance of pupils has dramatically improved.
				Total budget	£5,800	

Additional funding being put into improving attendance and is already significantly better than last year, currently at 96%, additional resources for parent group, extensive range of parental workshops being run and very well attended, SENCO part of half-termly pupil progress meetings

Total cost:£5,800 - £400 for subject co-ordinators to be released to prepare for workshops,£600 for admin officer to monitor attendance of PP pupils and £4,800 spent on SENCO to monitor and support attendance initiatives.