

Pupil premium strategy statement including impact

Summary information					
School	St John's C.E Primary School				
Academic Year	2017/2018	Total PP budget	£178,760	Date of most recent PP Review	
Total number of pupils	376	Number of pupils eligible for PP	123	Date for next internal review of this strategy	

Attainment	Pupils eligible for PP (school)				Pupils eligible for PP (national average 2018)
		2016	2017	2018	
EYFS					
% of pupils achieving GLD	All pupils	75	64	68.5	
	FSM	50	54	33	
% of pupils meeting phonics screening standard in Year 1	All pupils	70	80	77	80
	FSM	53	68	58	
	Non FSM	76	87	83	
% of pupils meeting phonics screening standard in Year 2	All pupils	96	80	86	
	FSM	89	63	83	
	Non FSM	100	100	88	
Key Stage One					
% achieving at least expected standard in reading	All pupils	63	58	70	75
	FSM	48	24	63	
	Non FSM	73	74	77	
	All pupils	37	51	68	70

% achieving at least expected standard in writing	FSM	14	18	47	
	Non FSM	53	66	80	
% achieving at least expected standard in maths	All pupils	59	65	75	76
	FSM	29	47	58	
	Non FSM	80	74	83	
Key Stage Two					
% achieving at least expected standard in writing	All pupils	20	42	64	78
	FSM	6	19	55	
	Non FSM	26	51	68	
% achieving at least expected standard in reading	All pupils	58	61	58	75
	FSM	39	44	55	
	Non FSM	67	68	65	
% achieving at least expected standard in maths	All pupils	53	65	78	76
	FSM	11	50	70	
	Non FSM	71	71	80	

2017 2018	
1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Pupil Premium pupils did not attain greater depth of learning in reading, writing and maths
B.	Writing: pupil premium pupils attainment in writing is significantly lower than non-pupil premium
C.	Phonics attainment gap for pupil premium pupils narrows against non-pupil premium pupils
D.	Pupil premium pupils often demonstrate a lack of emotional readiness to learn
External barriers	
E.	Poor attendance compared with non-pupil premium pupils (92%; below target of 95% for all pupils)
F.	Low parental aspirations and engagement with school to support their child's learning
2. Desired outcomes 2018	
	Success criteria
A.	Increase % of pupils achieving greater depth at KS1 and KS2 in reading, writing and maths to narrow the gap with non-disadvantaged learners.
B.	Raised attainment in writing for pupil premium children across the school to narrow attainment gap with non PP pupils and national
C.	Higher percentage of Pupil premium pupils achieving year 1 screening standard with at least 70% of pupil premium pupils leaving KS1 at expected phonics standards.
	Pupil premium pupils are consistently accessing opportunities to challenge and are making at least expected rate of progress in line with their peers and past milestones. Higher attaining pupils are working consistently at GD.
	Highly engaged, creative writers with increased percentage at ARE. For those off track, accelerated progress is made to close the attainment gap. Improved grammar skills which are effectively embedded in their writing across the curriculum.
	Pupils at least narrowed the attainment gap with national and cohort in phonics screening test.

D.	Pupil premium pupils show a readiness to learn and are engaged in a fully inclusive curriculum	Accurate assessment of emotional well-being and swift intervention ensures that all children are achieving their potential and where this is not happening appropriate support is in place to address it.
E.	Improved attendance for pupil premium children Increased parental engagement in their child's learning (increased attendance at parent's evenings and workshops)	Attendance rate for PP narrowed in comparison with school and national expectation (less than 1.5% gap). Improved attendance at Parents evening and other parental engagement and enrichment opportunities.

Reviewed expenditure			
Academic year	2017/2018		
The three headings below enable schools to demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies			
i. Quality of teaching for all			
Target area	What is the evidence and rationale for this choice? approach	Chosen action /approach	Evaluation
Whole staff training opportunities: Thinking skills Intervention and Impact Curriculum development No-nonsense spelling	Barrier A and B	Training for whole staff is implemented in response to pupil outcomes. Thinking skills – a whole school inclusive approach to develop higher level thinking for all pupils, including disadvantaged. Intervention and Impact – ensuring targeted support for disadvantaged pupils that enables them to achieve their full potential.	Intervention is now more precisely targeted to meet the needs of the learner. Reviewed structure of TA support in years 5 & 6 had significant impact and this model is now being used across key stage two
Pupil Premium lead	All barriers	A Pupil Premium Lead ensures that focused support and provision is in place across the school. Current strategies are swiftly implemented to continually enhance levels of provision.	Whole school focus on raising progress and attainment for disadvantaged pupils has been ensured. Timely and meaningful strategies/provision are implemented and reviewed to enable continuous improvement across the school which is evidenced through improving standards particularly in writing and maths.

ii. Targeted support			
Target area	What is the evidence and rationale for this choice? approach	Chosen action /approach	Evaluation
SEND provision	Barriers A, B, C and D	SENCo and SEND TA ensure that a personalised curriculum is implemented so Pupil Premium pupils with a special educational need can access the curriculum and make at least expected progress. Through their work, external support can also be accessed.	Appropriate levels of support are being implemented for disadvantaged pupils with a special educational need.
Intervention support for reading	Barrier C EEF highlights a 6 month increased pupil progress	Intervention – reading comprehension with small groups of pupils focusing on core skills i.e. information retrieval, inference and deduction in response to assessment outcomes. Sound training accessed in the summer term to enable staff to deliver the intensive programme to raise standards in reading. The programme focuses on developing fluent decoding skills as well as expanding vocabulary knowledge.	Sound training has had a positive impact for those pupils who have accessed it. Increased staff training in school means that more children can now access this provision this year. Children accessing the programme made an average of 4 yrs improvement on their reading age.
Phonics intervention	Barrier C EEF shows 1:1 provision giving a 4 months progress	1:1 and small group intervention additional to daily phonics provision will be delivered at least three times a week by a highly trained phonics lead.	1:1 model of provision has had a positive impact with 86% of pupils who undertook the Y2 retake now meeting the expected threshold.

Targeted personalised learning for year 5 & 6	Barrier B & D	Small targeted intervention groups are delivered three times a week in maths and writing. These are personalised programmes of work that are pitched to specifically meet the needs of the pupils.	Progress and attainment outcomes demonstrated that pupils accessing intervention made at least good levels of progress, particularly in maths. End of KS2 SATS reflected this with 70% of PP pupils meeting expected standard compared with 50% in 2017.
Deployment of support staff across the school to meet the needs of the learners	Barrier B & D	In class focus group support and targeted intervention work that is responsive to pupil need is delivered on a daily basis.	School assessment data shows a narrowing attainment gap between pupil premium and non-pupil premium pupils.
Homework support	Barrier A & B	Children are invited to homework club weekly where they are given appropriate levels of support.	Pupils accessing homework provision were well supported and responded well to this level of provision.
Pastoral support	Barrier D & E	Children who are identified as requiring pastoral support will receive 1:1 support from a trained member of staff. A programme of work will be put in place that specifically supports the needs of the pupil.	In collaboration with teachers, parents and other agencies, pupils requiring pastoral support are swiftly identified and a programme of work/strategy for support is implemented to meet the needs of the pupil.

Attendance Officer	Barrier E & F	<p>The attendance officer works with and supports families in improving their child's attendance to good so that they can achieve their full potential both academically and socially and emotionally.</p> <p>The attendance officer is on the playground at the start of everyday to liaise with parents. They are available to meet with and support families in getting their child into school.</p>	Through the work of the attendance officer, the number of pupils arriving late to school has significantly reduced. For families where attendance is an issue, the AO works with the family to look at support and strategies that the school can give to improve attendance.
Extra-curricular opportunities	Barrier D	<p>Having the opportunity to experience an enriched curriculum is central to enabling children to flourish as independent learners. A range of extra-curricular clubs and activities are available for pupils to access. This includes sporting opportunities, music clubs and tuition, including taking accredited music exams.</p> <p>All school trips and residentials are subsidised</p>	Through the additional activities provided, pupils have been able to participate in a range of musical and sporting clubs.
Jass	Barrier D & E	<p>An accredited programme of work to support pupil's development in four key areas of – physical activity, personal interest, work in the community and outdoor activity.</p>	Pupils who have engaged in this alternative provision have thrived and the skills gained through this experience has been evidenced in the classroom.
iii. Other			
Target area	What is the evidence and rationale for this choice?	Chosen action /approach	Evaluation

Family Learning	Barrier E, D & F	<p>Weekly Family Learning sessions are held in school for parents to attend and share quality learning time with their child.</p> <p>There are courses available for parents and carers to obtain accredited qualifications.</p>	<p>Family learning at St John's continues to grow and an increasing number of parents have accessed this provision. Through this, a number of our parents/carers have achieved their Arts Mark qualification as well as developing positive links with school.</p>
Children's university	Barrier A, B, D & F	<p>Beginning with year 3 in the Summer term, children are encouraged to join extra-curricular clubs and take part in a graduation at the end of the year with their families.</p>	<p>Year 3 pupils engaged enthusiastically and this will now be developed across KS2.</p>
Breakfast Club	Barrier D & E	<p>Daily breakfast club is offered to all year groups. This provides pupils with a healthy breakfast to begin their day and opportunity to socialise with their friends across the school.</p>	<p>Ongoing</p> <p>A number of pupils have benefited from joining Breakfast Club this year. Where lateness was an issue, joining Breakfast Club has addressed this.</p>
FSM - milk	Barrier D	<p>All FSM pupils are offered milk every break time</p>	<p>Ongoing</p>

2018 2019					
Summary information					
School	St John's C.E Primary School				
Academic Year	2018/19	Total PP budget	£154,400	Date of most recent PP Review	
Total number of pupils	363	Number of pupils eligible for PP	107	Date for next internal review of this strategy	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Continue to narrow the attainment gap for disadvantaged pupils in reading, writing and maths; including higher attaining pupils				
B.	Oracy – to improve and broaden pupil's understanding of vocabulary to improve academic outcomes in all aspects of the curriculum and to raise self-confidence.				
C.	Phonics attainment gap for pupil premium pupils narrows against non-pupil premium pupils for year 1 pupils				
External barriers					
E.	Attendance – continue to close the attendance gap to less than 1% from national average. Reduce persistent absence for disadvantaged pupils				
F.	Limited opportunity to access and experience a broad variety of activities out of school means they are unable to draw on personal life experiences in lessons and so limiting outcomes, particularly in language development and writing.				
4. Desired outcomes 2019				Success criteria	
A.	Continue to narrow the attainment gap for disadvantaged pupils in reading, writing and maths; including higher attaining pupils			Pupil premium pupils are consistently accessing opportunities to challenge and are making at least expected rate of progress in line with their peers and past milestones. Higher attaining pupils are working consistently at GD.	

B.	Oracy – to improve and broaden pupil's understanding of vocabulary to improve academic outcomes in all aspects of the curriculum and to raise self-confidence socially	Opportunities to develop speaking and listening skills and to broaden and deepen their understanding of vocabulary is embedded within the curriculum. Children are able to apply this knowledge in lessons and so raising attainment outcomes in reading, writing and maths.
C.	Phonics attainment gap for pupil premium pupils narrows against non-pupil premium pupils for year 1 pupils	<p>Pupils at least narrowed the attainment gap with national and cohort in phonics screening test.</p> <ul style="list-style-type: none"> • Pupil Premium pupils achieved 68% pass rate against 80% cohort and 81% national at the end of 2017 • Pupil Premium pupils achieved 58% pass rate against 77% cohort and 80% national at the end of 2018
D.	A rich curriculum provides pupils with first hand experiences that enables them to fully access the learning and enable good outcomes specifically in writing.	Pupils are able to draw on personal life experiences to enable them to fully access the curriculum and raise standards in writing.
E.	Improved attendance for pupil premium children to be in line with non-pupil premium pupils and national average (at least 96%)	<p>Attendance rate for PP narrowed in comparison with school and national expectation (less than 1% gap).</p> <p>Percentage of persistence absence is in line with national average.</p>

Planned expenditure			
Academic year	2018/2019		
The three headings below enable schools to demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies			
iv. Quality of teaching for all			
Total budgeted cost (expenditure)	What is the evidence and rationale for this choice? approach	Chosen action /approach	Desired Outcome
Whole staff training opportunities: Oracy Autism Attachment Quality First Teaching	Barrier A, B, C	Training for whole staff is implemented in response to pupil need and attainment outcomes.	Increased level of staff skill and expertise to ensure quality first teaching that is fully accessible to all.
Pupil Premium lead	All barriers	A Pupil Premium Lead ensures that focused support and provision is in place across the school. Current strategies are swiftly implemented to continually enhance levels of provision.	Whole school focus on raising progress and attainment for disadvantaged pupils has been ensured. Timely and meaningful strategies/provision are implemented and reviewed to enable continuous improvement across the school which is evidenced through improving standards particularly in writing and maths.

SEND provision	Barriers A, B, C and D	SENCo and SEND TA ensure that a personalised curriculum is implemented so Pupil Premium pupils with a special educational need can access the curriculum and make at least expected progress. Through their work, external support can also be accessed.	Appropriate levels of support are being implemented for disadvantaged pupils with a special educational need.
v. Targeted support			
Total budgeted cost (expenditure)	What is the evidence and rationale for this choice? approach	Chosen action /approach	Desired Outcome
Intervention support for reading	Barrier A and B EEF highlights a 6 month increased pupil progress	Intervention – reading comprehension with small groups of pupils focusing on core skills i.e. information retrieval, inference and deduction in response to assessment outcomes. Sound training for year 5 and 6 pupils. The programme focuses on developing fluent decoding skills as well as expanding vocabulary knowledge and understanding.	Increased percentage of pupil premium pupils achieving ARE and GD in reading and so closing the gap with non-pupil premium pupils.
Phonics intervention	Barrier C EEF shows 1:1 provision giving a 4 months progress	1:1 and small group intervention additional to daily phonics provision will be delivered at least three times a week by a highly trained phonics lead.	Phonics screening test - the attainment gap for pupil premium pupils and non-pupil premium pupils will have narrowed.
Whole school targeted personalised learning	Barrier A, B and C	Small targeted intervention groups are delivered in reading, writing and writing. These are personalised programmes of work that are pitched to specifically meet the needs of the pupils.	Pupils demonstrate an increased confidence and self-belief in their ability to become independent learners. Through these sessions, they are making at least good levels of progress in core subject skills.

Speech and language	Barrier B and C	Targeted intervention work for pupils. 1:1 and small group work is implemented on a weekly basis. These are personalised programmes of work that are pitched to specifically meet the needs of the pupils.	Pupils speech and language development is in line with expectation for their age. Language is not a barrier to them accessing the curriculum. Self-confidence has increased to enable them to thrive both academically and socially.
Homework support	Barrier A and C	Children are invited to homework club weekly where they are given appropriate levels of support.	Pupils are engaged and take responsibility for their own learning. Increased number of pupil premium pupils completing homework and so supporting their learning in the classroom.
Pastoral support	Barrier E	Children are identified as requiring pastoral support will receive 1:1 support from a trained member of staff. A programme of work will be put in place that specifically supports the needs of the pupil.	Through carefully tailored support, pupils well-being is carefully supported to enable them to thrive and demonstrate a readiness to learn and develop
Attendance Officer	Barrier D	The attendance officer works with and supports families in improving their child's attendance to good so that they can achieve their full potential both academically and socially & emotionally. The attendance officer is on the playground at the start of everyday to liaise with parents. They are available to meet with and support families in getting their child into school.	The percentage of pupil premium pupils attending school is in line with national expectation of 96%.
Extra-curricular opportunities	Barrier B, E	Having the opportunity to experience an enriched curriculum is central to enabling children to flourish as independent learners. A range of extra-curricular clubs and activities are available for pupils to access. This includes sporting opportunities, music clubs and tuition, including taking accredited music exams. All school trips and residentials are subsidised	Increased opportunities for children to experience a range of activities that positively impacts on their emotional well-being and academic achievements.

Alternative provision	Barrier	An accredited programme of work to support pupil's development in four key areas of – physical activity, personal interest, work in the community and outdoor activity.	Pupils who have accessed the programme demonstrate raised self-esteem, increased confidence and show a keen readiness to learn and take on new challenges.
vi. Other			
Total budgeted cost (expenditure)	What is the evidence and rationale for this choice?	Chosen action /approach	Desired Outcome
Family Learning	Barrier D and E	Weekly Family Learning sessions are held in school for parents to attend and share quality learning time with their child. There are courses available for parents and carers to obtain accredited qualifications.	Increased parental engagement in school, empowering parents to be able to effectively support their child's learning and development.
Children's university	Barrier A, B, C and E	Develop Children's University across key stage two. Children are encouraged to join extra-curricular clubs and take part in a graduation at the end of the year with their families.	Increased number of children accessing a broadened and enriched curriculum. Encouraging and developing parental engagement.
Breakfast Club	Barrier B and D	Daily breakfast club is offered to all year groups. This provides pupils with a healthy breakfast to begin their day and opportunity to socialise with their friends across the school.	Pupils demonstrated an increased readiness to learn and begin the day in a settlement and positive manner.
FSM - milk		All FSM pupils are offered milk every break time	Give children an energy boost and support a healthy diet.

