

## Pupil premium strategy statement including impact

| Summary information           |                              |   |         |  |
|-------------------------------|------------------------------|---|---------|--|
| <b>School</b>                 | St John's C.E Primary School |   |         |  |
| <b>Academic Year</b>          | 2018/2019                    | <b>Total PP budget</b>                  | 155,000 |  |
| <b>Total number of pupils</b> | 364                          | <b>Number of pupils eligible for PP</b> | 107     |  |

| Attainment   | Pupils eligible for PP (school) |      |      |      | Pupils eligible for PP (national average 2019) |
|--|---------------------------------|------|------|------|--|
|  |                                 | 2017 | 2018 | 2019 | National-2019                                  |
| <b>EYFS</b>  |                                 |      |      |      |  |
| % of pupils achieving GLD                                | <b>All pupils</b>               | 64   | 68.5 | 67   | 72   |
|  | <b>FSM</b>                      | 54   | 33   | 70   |  |
| % of pupils meeting phonics screening standard in Year 1 | <b>All pupils</b>               | 80   | 77   | 84   | 82   |
|  | <b>FSM</b>                      | 68   | 58   | 69   |  |
|  | <b>Non FSM</b>                  | 87   | 83   | 88   |  |
| % of pupils meeting phonics screening standard in Year 2 | <b>All pupils</b>               | 80   | 86   | 93   |  |
|  | <b>FSM</b>                      | 63   | 83   | 94   |  |
|  | <b>Non FSM</b>                  | 100  | 88   | 92   |  |
| <b>Key Stage One</b>                                     |                                 |      |      |      |  |
| % achieving at least expected standard in reading        | <b>All pupils</b>               | 58   | 70   | 68   | 75   |
|  | <b>FSM</b>                      | 24   | 63   | 63   |  |
|  | <b>Non FSM</b>                  | 74   | 77   | 74   |  |
|  | <b>All pupils</b>               | 51   | 68   | 63   | 69   |

|   |                   |    |    |    |    |
|---|-------------------|----|----|----|----|
| % achieving at least expected standard in writing | <b>FSM</b>        | 18 | 47 | 62 |    |
|   | <b>Non FSM</b>    | 66 | 80 | 67 |    |
| % achieving at least expected standard in maths   | <b>All pupils</b> | 65 | 75 | 70 | 76 |
|   | <b>FSM</b>        | 47 | 58 | 63 |    |
|   | <b>Non FSM</b>    | 74 | 83 | 75 |    |
| Key Stage Two                                     |                   |    |    |    |    |
| % achieving at least expected standard in writing | <b>All pupils</b> | 42 | 64 | 71 | 78 |
|   | <b>FSM</b>        | 19 | 55 | 54 |    |
|   | <b>Non FSM</b>    | 51 | 68 | 78 |    |
| % achieving at least expected standard in reading | <b>All pupils</b> | 61 | 58 | 71 | 73 |
|   | <b>FSM</b>        | 44 | 55 | 61 |    |
|   | <b>Non FSM</b>    | 68 | 65 | 75 |    |
| % achieving at least expected standard in maths   | <b>All pupils</b> | 65 | 78 | 80 | 79 |
|   | <b>FSM</b>        | 50 | 70 | 69 |    |
|   | <b>Non FSM</b>    | 71 | 80 | 83 |    |

| <b>1. Barriers to future attainment (for pupils eligible for PP)</b> |  |  |
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| <b>In-school barriers</b>  |  |  |
| <b>A.</b>  | Continue to narrow the attainment gap for disadvantaged pupils in reading, writing and maths; including higher attaining pupils  |  |
| <b>B.</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.   |  |
| <b>C.</b>  | Phonics attainment gap for pupil premium pupils narrows against non-pupil premium pupils for year 1 pupils   |  |
| <b>External barriers</b>   |  |  |
| <b>E.</b>  | Attendance – continue to close the attendance gap to less than 1% from national average. Reduce persistent absence for disadvantaged pupils  |  |
| <b>F.</b>  | 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. |  |
| <b>2. Desired outcomes 2019</b>                                      | <b>Success criteria</b>  |  |
| <b>A.</b>  | 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>B.</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. |
| <b>C.</b>  | Phonics attainment gap for pupil premium pupils narrows against non-pupil premium pupils for year 1 pupils   | Pupils at least narrowed the attainment gap with national and cohort in phonics screening test. <ul style="list-style-type: none"> <li>Pupil Premium pupils achieved 68% pass rate against 80% cohort and 81% national at the end of 2017</li> </ul>                         |

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|           |  | <ul style="list-style-type: none"> <li>Pupil Premium pupils achieved 58% pass rate against 77% cohort and 80% national at the end of 2018</li> </ul>                                     |
| <b>D.</b> | 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.   |
| <b>E.</b> | 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> |

| Reviewed expenditure   |   |   |  |
|--|---|---|--|
| <b>Academic year</b>   | <b>2018/2019</b>  |   |  |
| 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 |   |   |  |
| <b>i. Quality of teaching for all</b>  |   |   |  |
| <b>Total budgeted cost (expenditure)</b>   | <b>What is the evidence and rationale for this choice? approach</b> | <b>Chosen action /approach</b>  | <b>Outcome</b>   |
| Whole staff training opportunities:<br>Oracy<br>Autism<br>Attachment<br>Quality First<br>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 that ensures quality first teaching for all learners.   |
| 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 through an ongoing cycle.<br>Increasing evidence of accelerated progress across the school in reading, writing and maths. |

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| 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.<br><br>Through their work, external support can also be accessed.  | Quality first teaching<br>Pastoral support<br>Personalised support for pupils accessing Launch Pad provision.  |
| <b>ii. Targeted support</b>                 |  |  |  |
| <b>Total budgeted cost (expenditure)</b>    | <b>What is the evidence and rationale for this choice? approach</b>  | <b>Chosen action /approach</b>   | <b>Outcome</b>   |
| Intervention support for reading            | Barrier A and B<br>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. | Pupils accessing intervention support for reading made accelerate progress over the year.  |
| Phonics intervention                        | Barrier C<br>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.   | 67% of pupil premium pupils achieving the phonics screening standard which is a 11% increase from 2018.  |
| Whole school targeted personalised learning | Barrier A, B and C   | Small targeted intervention groups are delivered in reading and maths. 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. Intervention outcomes evidence at least good levels of progress. |

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| 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       | <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 &amp; 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> | <p>The Attendance Officer has worked with a number of families to support them in enabling their child to attend school regularly. The number of children arriving late to school as decreased.</p> <p>Attendance for disadvantaged pupils was 93% compared to 95% for non-disadvantaged pupils.</p> |

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| 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.<br>All school trips and residential are subsidised | Increased opportunities for children to experience a range of activities that positively impacts on their emotional well-being and academic achievements.<br>During the year 67% of pupil premium pupils attended sporting clubs. |
| 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 alternative provision have demonstrated increased confidence and self-esteem.  |
| <b>iii. Other</b>                        |  |  |   |
| <b>Total budgeted cost (expenditure)</b> | <b>What is the evidence and rationale for this choice?</b> | <b>Chosen action /approach</b>   | <b>Outcome</b>  |
| 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.<br>There are courses available for parents and carers to obtain accredited qualifications.  | Family Learning programmes have empowered parents to be able to develop strategies to effectively support their child's learning and development.   |
| Breakfast Club                           | Barriers B and D   | Daily breakfast club is offered to all pupils. This provides pupils with a healthy breakfast to begin their day and an invaluable opportunity to socialise with their friends across the school.   | Pupils demonstrated an increased readiness to learn and begin the day in a settled and positive manner.   |



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| FSM - milk | Barriers A - D | All FSM pupils are offered milk every break time | Give children an energy boost and support a healthy diet. |
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| Summary information           |                              |   |         |
|-------------------------------|------------------------------|---|---------|
| <b>School</b>                 | St John's C.E Primary School |   |         |
| <b>Academic Year</b>          | 2019/2020                    | <b>Total PP budget</b>                  | 153,080 |
| <b>Total number of pupils</b> | 343                          | <b>Number of pupils eligible for PP</b> | 96      |

| 2019 2020  |   |
|--|---|
| Barriers to future attainment (for pupils eligible for PP) |   |
| In-school barriers   |   |
| <b>A.</b>  | Attainment in reading, writing and maths (ARE and GD) has improved and now needs to continue on this trajectory to close the gap with non-pupil premium pupils.<br><i>1 &amp; 5 – curriculum vision</i> |
| <b>B.</b>  | Reading and vocabulary – a significant proportion of pupils join reception with language and reading skills that fall well below national expectation<br><i>5 – curriculum vision</i>                   |
| <b>C.</b>  | Fully access a broad and rich curriculum that reflects the context of our pupils and maximises learning through first hand experiences<br><i>1, 3, 5 &amp; 7 – curriculum vision</i>                    |
| <b>D.</b>  | Embedded opportunities across the curriculum to nurture self-confidence, resilience and questioning that challenges their learning and so raising aspirations<br><i>4 – curriculum vision</i>           |
| External barriers  |   |
| <b>E.</b>  | Attendance – attendance for pupil premium pupils is below that of non-pupil premium pupils by 2%  |
| <b>F.</b>  | Parental engagement with school is often lower for this group of pupils<br><i>8 – curriculum vision</i>   |

| Desired outcomes 2020 |   | Success criteria  |
|-----------------------|---|---|
| <b>A.</b>             | <p>Through high quality curriculum provision, pupil premium pupils make at least expected levels of progress across the curriculum from their starting point to enable them to achieve their full potential.</p> <p>Attainment gap with non-pupil premium pupils continues to narrow in reading, writing and maths.</p> | <p>Continuous quality first teaching that meets the need of all learners.</p> <p>Timely, targeted intervention support enables accelerated progress to close gaps in learning</p> <p>Consistency in parental engagement to support their child's learning</p>   |
| <b>B.</b>             | <p>Pupils demonstrate a love of reading and are immersed in a rich vocabulary that they can understand and apply across the curriculum.</p> <p>Pupils are making at least good levels of progress from their starting point in reading and attainment gap with non-disadvantaged learners has closed.</p>               | <p>They have regular access to a range of high quality and engaging texts across the curriculum.</p> <p>They talk enthusiastically about books they have read and can apply their learning to other aspects of the curriculum.</p> <p>They understand and apply a range of age appropriate vocabulary in their learning across the curriculum.</p> <p>Shared opportunities in school with parents so they are equipped to support their child with reading.</p> |
| <b>C.</b>             | <p>Pupil premium pupils can fully access a rich and broad curriculum to make at least expected level of progress and achieve in line with non-pupil premium learners.</p>   | <p>Curriculum is designed based on the context of the learners</p> <p>Planning meets the individualised needs of all learners</p> <p>Opportunities for learning from first-hand experience</p> <p>Provoke pupil curiosity and invite questioning that challenges their learning experience</p>  |
| <b>D.</b>             | <p>Pupils demonstrate self-confidence, independence and resilience in their learning. They can question and challenge their thinking to promote greater depth.</p>  | <p>Opportunities to question are embedded within the curriculum</p> <p>Opportunity to 'risk take' within a safe environment</p> <p>Carefully scaffolded support leads them to independence</p>  |
| <b>E.</b>             | <p>Attendance for pupil premium pupils is at least 95% and so narrowing the gap with national average and non-pupil premium pupils in school.</p>   | <p>Excellent attendance is given high priority across the school for all pupils.</p> <p>Attendance Office, along with leadership team, works with families to support their children attending school on a regular basis.</p>   |

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| <b>F.</b> | Parental engagement within the life of the school is strong for pupil premium pupils and so maximising pupil's learning experience and social development at school to enable all pupils to flourish. | <p>Effective two-way communication between teaching staff and parents on a day-to-day basis.</p> <p>Open afternoons and events offer parents opportunity to join with their child in their learning in school.</p> <p>Early Help Offer – signposts parents to a range of support from within school and via external providers.</p> |
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| Planned expenditure  |  |  |  |
|--|--|--|--|
| Academic year  | 2019/2020  |  |  |
| 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  |
| Pupil Premium Lead   | All barriers   | A Pupil Premium Lead ensures that focused support and provision is in place across the school for this group of pupils. Timely and meaningful strategies/provision are embedded and regularly reviewed to enable continuous improvement. | Performance standards for this group of pupils are raised to bring in line with non-pupil premium pupils. A supportive partnership with parents and all stakeholders enables the pupils to thrive and achieve their potential. |

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| Whole staff training opportunities<br>e.g PACE | A, B, C, D   | 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.   |
| SEND provision                                 | Barriers A, B, C and D   | <p>SENDCo ensures that a personalised curriculum is implemented for pupil premium pupils with a special educational need so they can fully access the curriculum and make at least expected progress from their starting point.</p> <p>A personalised curriculum is achieved through:</p> <ul style="list-style-type: none"> <li>- Quality first teaching</li> <li>- Pastoral support</li> <li>- Targeted intervention</li> </ul> <p>- Personalised support for pupils accessing Launch Pad provision.</p> | <p>Pupils make at least expected progress from their starting point and in context to their SEND need.</p> <p>Through a carefully tailored curriculum, the children thrive and grow in confidence and self-esteem.</p> |
| <b>v. Targeted support</b>                     |  |  |  |
| <b>Total budgeted cost (expenditure)</b>       | <b>What is the evidence and rationale for this choice? approach</b>  | <b>Chosen action /approach</b>   | <b>Desired Outcome</b>   |
| Targeted intervention support                  | Barrier A and B<br>EEF highlights a 6 month increased pupil progress | <p>Timely, targeted interventions are put in place to accelerate learning and close the attainment gap.</p> <p>These can include: Sound training, code x, phonics and maths</p>  | <p>Timely intervention ensures accelerated progress and so closing gaps in learning.</p> <p>Skills and knowledge acquired through intervention are applied across the curriculum.</p>                                  |

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| Phonics intervention | Barrier C<br>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.  | Attainment gap with non-pupil premium pupils continues to narrow.   |
| Speech and language  | Barrier A - 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.  | Pupil's 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, B and C  | Children are invited to homework club weekly where they are given appropriate levels of support.  | Pupils 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   | Children identified as requiring pastoral support will receive 1:1 support from a trained member of staff in school. A programme of work will be put in place that specifically supports the needs of the pupil.  | Through carefully tailored support, pupils thrive and demonstrate a readiness to learn and develop.   |
| Attendance Officer   | Barrier E and F   | The attendance officer works with and supports families in improving their child's attendance to good (96% or above) so that they can achieve their full potential both academically and socially & emotionally.<br>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. | Improved attendance for this group of pupils to be in line with national expectation of 96%<br>The importance of excellent attendance is recognised and upheld by all stakeholders.   |

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| <p>Extra-curricular opportunities:</p> <p><i>Sporting activities</i><br/><i>Music tuition</i><br/><i>School trips and residential events</i></p> | Barrier B, E   | <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. All school trips and residential events are subsidised</p> | <p>Increased opportunities for children to experience a range of activities that positively impacts on their emotional well-being and academic achievements.</p>  |
| Alternative provision  | Barrier  | <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>  | <p>Pupils accessing the provision will demonstrate increased confidence and self-esteem and so enabling them to access learning in school and achieve their potential both academically and socially and emotionally.</p> |
| <b>vi. Other</b>   |  |   |   |
| <b>Total budgeted cost (expenditure)</b>   | <b>What is the evidence and rationale for this choice?</b> | <b>Chosen action /approach</b>  | <b>Desired Outcome</b>  |
| Family Learning  | Barrier D and E  | <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 programmes have empowered parents to be able to develop strategies to effectively support their child's learning and development.</p>  |

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| Parenting classes<br><i>Family Link Course</i> | Barrier F      | Wyre Forest and Habberley Project lead workshops in school to provide support and advice for parents.  | Parents feel supported and gain new knowledge and useful strategies to equip them to ensure the best for their child. |
| Breakfast Club                                 | Barriers A - D | Daily breakfast club is offered to all pupils. This provides pupils with a healthy breakfast to begin their day and an invaluable opportunity to socialise with their friends across the school. | Pupils demonstrated an increased readiness to learn and begin the day in a settled and positive manner.               |
| FSM - milk                                     | Barriers A - D | All FSM pupils are offered milk every break time   | Give children an energy boost and support a healthy diet.   |