



# Pupil premium strategy statement: St John's CE Academy

1. Summary information					
School	St John's Church of England Academy				
Academic Year	2016/17	Total PP budget	£111,020	Date of most recent PP Review	Jan. 17
Total number of pupils	265	Number of pupils eligible for PP	81	Date for next internal review of this strategy	June 2017

2. Current attainment		
Attainment for: 2015-2016 (24 pupils) End of KS 2	Pupils eligible for PP (15)	Pupils not eligible for PP (St John's/national Y6)
% achieving expected standard or above in reading, writing and maths	73%	100%/ 60%
% achieving expected standard or above in reading	80%	100% / 72%
% achieving expected standard or above in writing	80%	100% / 79%
% achieving expected standard or above in maths	73%	100% / 76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Baseline levels for many areas of development are below ARE especially Communication and Language, speech and PSE. Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
<b>B.</b>	Barriers to writing – e.g. lack of quality experiences and knowledge of the world. All classes behind the ARE for the new spelling curriculum.
<b>C.</b>	Poor social and emotional development of some pupils affects their mental health and ability to cope with day to day situations which impacts on their self- esteem and ability to focus on learning.
<b>D.</b>	Many pupils come from homes where parents are unable to support a positive reading culture.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance and or punctuality which reduces their school hours and causes them to fall behind on average.
<b>F.</b>	Chaotic lifestyles which impact on pupils ability to learn e.g. lack of breakfast, lack of equipment e.g. book bag, no support with homework/reading

<b>4. Desired outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Nursery/Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Children make expected or better progress in reading, phonics, writing and maths resulting in the narrowing of the attainment gap. This will be evidenced by monitoring termly assessments.	PP children make good or better progress and achieve in line with all pupils nationally in reading, phonics, writing and maths.
<b>C.</b>	Children will be provided with lots of first hand experiences to stimulate quality writing. Book scrutinies and termly assessments will demonstrate progress.	Attendance is high; pupils enjoy coming to school. Quality of writing improves resulting in a narrowing of the gap between PP and other children nationally.
<b>D.</b>	Target pupils have improved social and emotional skills so they can talk about their feelings in a controlled manner and demonstrate how they can resolve problems. Discussions with pupils, observations of behaviour and records of behavioural incidents.	Fewer behaviour incidents recorded for these pupils on the school system at break times. Pupils have a bank of safe appropriate games they can play.
<b>E.</b>	Attendance for PP pupils is in line with or better than national other pupils. Target pupils (PA's) are set targets to improve attendance which is monitored weekly.  No pupils are regularly late for school resulting in missing important learning. Daily monitoring of 'lates'	Reduce the number of persistent absentees among pupils eligible for PP Attendance for the children is in line with national at 96%.
<b>F.</b>	Disadvantaged children receive extra support to meet their basic (food, security) and psychological needs (friendship, self-esteem )	Pupils receive nutritious breakfast to enable them to concentrate during the morning. Pupils receive appropriate counselling support, 1-1 mentoring Pupils attend Home Work Club resulting in improved attainment e.g. spelling scores
<b>G.</b>	Vulnerable families feel comfortable approaching the school for advice and support. Home School Support Worker records type of advice/support. This is compared to the progress of the children.	Vulnerable families receive Early Help which enables them to support their children. Parents attend family Learning/Workshops etc. which helps them to support their children.

5. Planned expenditure					
Academic year	2016/17				
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.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Sustain outstanding progress and attainment in reading, writing and maths across the school.	All Classes have TA support for Maths and English with specialist maths and English Higher Level teaching Assistants in Y5 & 6. Children who are not on track to meet their end of year target will receive extra support from intervention which includes small group, 1:1 and specialist support. Pupil progress meetings half termly will inform how the children are achieving.  Use of digital technology to support and enhance learning e.g. reading Eggs, Mathletics	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Every term the data is analysed. This provides information for the Pupil Progress meetings, identifying those children who are not on track. These pupils are discussed in detail with Class Teachers looking at barriers to learning and further support/ intervention.	HT/Assessment Lead	September 2016
		Attainment has been outstanding for the last few years at the end of KS2. There has been a significant improvement at the end of KS 1 with Y1 phonics also above national average.	Interventions are evaluated half termly.	SENDCO	Half termly
		Evidence suggests technology should be used to supplement learning rather than replace. It often provides effective feedback and motivates the pupils to practise more.	Monitor progress which is discussed with Class teachers. Monitor effective usage	Maths/Eng. HLTAs	Termly

<b>All staff are confident in teaching writing using a 'Talk for Writing' approach leading to more consistent levels of progress across school.</b>	External Training and internal coaching for new and less confident staff to ensure the use of effective modelling and supported practice	Using 'Talk for Writing' approach has been instrumental in increasing progress, especially for boys and SEN. Extensive evidence (EEF) suggests that strategies need to be carefully modelled and practised with children taking increasing responsibility for selecting and using strategies	Monitor through lesson observation and book scrutiny. Analysis of progress through termly assessments followed up in Pupil Progress Meeting.	Eng. Lead	Termly
<b>Improve levels of progress and attainment in spelling so more pupils are reaching ARE.</b>	Staff training on approaches to spelling. New spelling scheme in place.	Previous approaches to the teaching of spelling were adhoc – research shows the importance of having a structured, formal approach. New scheme recommended by Durham LA Advisory Teacher.	Half termly assessments which are monitored closely. Part of SDP which is reported to GB.	Eng. Lead	termly
Pupils have quality first hand experiences e.g. visits and visitors to give them purpose and ideas for writing	All Classes plan visits and or visitors linked to topic areas to stimulate interest and widen children's experiences and knowledge of the world.	Research shows that memorable experiences can help to create a purpose for writing.	Work scrutiny of writing termly along with termly assessments. Children not making expected progress are identified in Pupil Progress Meetings	Eng. lead	Jun 2017
Whole school tracking system shows progress from EYFS to End of KS 2.	New Assessment System in place for all year groups All staff to receive training.	Whole school tracking system is essential to be able to support and challenge staff to ensure all children achieve their full potential.	SLT will report to GB termly. Assessment data will be imported termly and used as a tool to support Pupil Progress meetings.  EYFS will be able to see clear progress term.	HT/ Assessment lead	July 2017

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
------------------------	-------------------------------	--	--	-------------------	-----------------------------

					<b>implementation?</b>
Disadvantaged pupils are making progress in line with or better than their peers (nationally) from similar starting points in phonics, reading, writing and maths	<p>Identify PP pupils who do not have support at home for reading/phonics. Allocate focussed support and teaching that will be in addition to maths and English lessons in small groups or 1-1 sessions.</p> <p>2 TA's with specialist training to deliver a structured maths 'Catch Up' Programme.</p> <p>Some sessions will be delivered outside normal school hours e.g. Early morning, Booster sessions.</p> <p>Small group provision of Talk Boost and Early Talk Early Language Intervention for target children in EYFS</p>	<p>Targeted support for identified groups of children to receive extra support in phonics, group reading using structured programmes e.g. Code X is widely acknowledged (EEF) as making a difference to pupil progress.</p> <p>We are part of a trial this year (Norwich University) which has been shown to be effective in the EEF Toolkit.</p> <p>Some of the pupils need targeted support to catch up. This is a programme which has been independently evaluated and shown to be</p>	<p>Monitoring of progress and identification of the impact of the intervention programme.</p> <p>Results are analysed termly and shared with University.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p>	<p>SLT</p> <p>Maths Lead</p> <p>EYFS class teachers</p>	<p>Termly</p> <p>June 17</p> <p>June 17</p>

<p>Improved social and emotional skills leading to improved levels of self-esteem, and confidence</p>	<p>Referrals by staff/parents to our in school counsellor.</p> <p>Some vulnerable PP children will have 1 - 1 time to talk about their feelings with Home School Support Worker (HSSW).</p> <p>Target group of pupils in Y 1 &amp; 2 (mainly PP) to work with HSSW at lunchtimes using a combination of structured programme ' t</p>	<p>Vulnerable pupils receive effective, timely counselling to help them manage their every-day lives.</p> <p>Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.</p> <p>Children learn social skills, appropriate safe games to play and how to resolve problems by talking about their feelings in a controlled manner.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Regular meetings to take place between counsellor and HT/HSSW to discuss impact of sessions.</p> <p>Discussions between counsellor and parents.</p> <p>Fewer incidents of inappropriate behaviour at unstructured times of the day. Monitor whether improvements in behaviour translate into improved attainment.</p>	<p>HT</p> <p>SLT</p>	<p>Termly</p> <p>April 17</p>
<p>The attendance and punctuality of PP children continues to be above national and in line with or better than non PP national.</p>	<p>Employment of PT Attendance Officer to track attendance weekly.</p> <p>Home School Support Worker works closely with Attendance Officer to identify and target families who are causing concern for early help.</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Monitor individual attendance and celebrate weekly Class Awards and half termly individual awards for pupils with 98%+. Identify pupils who are causing concern for action. (See Attendance Policy for detailed procedures)</p>	<p>HT/HSSW</p>	<p>termly</p>
<p><b>iii Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

Pupils are not disadvantaged in their access to learning	Provide free nutritious Breakfast  Provide free after school clubs and actively target disadvantaged pupils.  Provide Home Work Club for KS1 & 2 pupils	Pupils are able to concentrate – physical need met (Maslow's hierarchy of Need)  High levels of participation ensures pupil engagement, improved levels of confidence and self- esteem which results in increased progress.  Pupils attend Home Work Club resulting in improved attainment eg. Spelling scores	Monitor number of PP having breakfast including target children who are often late or who require extra teaching during this time.  Monitor levels of participation termly and target children not engaged.	HSSW  HT  HSSW PE Team HT	<b>Termly</b>    <b>May 17</b>
Vulnerable parents/carers are supported	Home School Support Worker is a point of contact to offer support and advice and sign post parents to Early Help agencies e.g. Food Bank, Parenting Classes		HSSW reports support and intervention through internal CPOMs system. Overview of support reported to GB	<b>HT</b>	<b>Termly</b>

## 6. Review of expenditure

<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen</b>	<b>Estimated impact:</b> Did you meet the	<b>Lessons learned</b>	<b>Cost</b>

	<b>action/approach</b>	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	

<b>7. Additional detail</b>				