

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

1. Summary information					
School	St John's Church of England Academy				
Academic Year	2017/18	Total PP budget	£101,640	Date of most recent PP Review	Sept 17
Total number of pupils	203	Number of pupils eligible for PP	77	Date for next internal review of this strategy	Jan 2018

2. 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>	Limited language skills which impacts on learning.
<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>	Gaps in prior learning
<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>	A lack or regular routines including home reading, homework, book bag, lack of sleep
<b>G.</b>	Access to resources, such as books and life experiences e.g. visits to interesting places

3. Desired outcomes		
	<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>	Pupils read regularly and have access to high quality texts with opportunities to be involved in speaking and listening. This will be evidenced by monitoring termly assessments.	Disadvantaged pupils make expected or better progress in reading, phonics, writing and maths resulting in the narrowing of the attainment gap.
<b>C.</b>	Pupils access with lots of quality first hand experiences (social, cultural and sporting) Book scrutinies	Attendance is high; pupils enjoy coming to school. High attendance at

	and termly assessments will demonstrate progress.	after school clubs. Quality of writing improves resulting in a narrowing of the gap between disadvantage pupils and 'others' nationally. High a
<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>	Disadvantaged pupils' attendance continues to improve. It 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'	Disadvantaged pupils' attendance to be in line with national 'other' pupils. Reduce the number of persistent absentees among pupils eligible for PP
<b>F.</b>	Pupils' can access learning because their physiological, safety, belongingness and esteem needs are met.	Pupils receive nutritious breakfast to enable them to concentrate during the morning. Pupils receive appropriate counselling support, 1-1 mentoring

4. 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.					
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?
PP pupils make at least expected progress in reading, writing and maths across the school.	<ul style="list-style-type: none"> <li>All classes have TA support for maths and English.</li> <li>Extra support in classes where there are high numbers of PP for periods of time (EYFS, Y3 &amp; 5)</li> <li>Track progress half termly and carry out pupil progress meetings.</li> <li>Identify any pupils not on track to meet target and look at strategies.</li> <li>Additional teaching intervention for maths (Catch up) and literacy including small group, 1:1 and specialist support.</li> </ul>	<p>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.</p> <p>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.</p>	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
			Interventions are evaluated half termly.	SENDCO	Half termly
<b>Total budgeted cost</b>					<b>£80,000</b>
All staff are confident in teaching reading, writing and maths leading to more consistent levels of progress across school.	<ul style="list-style-type: none"> <li>External Training and internal coaching for new and less confident staff to ensure the use of effective modelling and supported practice</li> </ul>	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

	<ul style="list-style-type: none"> <li>Purchase of digital resources to support reading and maths which can also be utilised at home.</li> </ul>	Digital resources to supplement teaching and learning can increase learning by 4+ months through effective feedback and motivating pupils to practise more.	<p>SLT Monitor weekly usage.</p> <p>Discussions with pupils</p> <p>Analysis of progress in reading and maths through termly assessments</p>	<p>Eng Lead</p> <p>Maths lead</p>	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 2018
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.	<p>SLT will report to GB termly. Assessment data will be imported termly and used as a tool to support Pupil Progress meetings.</p> <p>EYFS will be able to see clear progress term.</p>	HT/ Assessment lead	July 2018
Purchase licenses for Mathletics, Maths in a Flash and Reading Eggs. Financial support for quality visits and visitors					£2,000 £3,000
<b>ii. Targeted support</b>					
<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 implementation?</b>

<p>Disadvantaged pupils make or exceed progress in line with or better than their peers (nationally) from similar starting points in phonics, reading, writing and maths</p>	<ul style="list-style-type: none"> <li>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.</li> <li>2 TA's with specialist training to deliver a structured maths' Catch Up' programme. Some sessions will be delivered outside normal school hours e.g. Early morning, Booster sessions.</li> <li>Small group provision of Talk Boost and Early Talk Early Language Intervention for target children in EYFS</li> </ul>	<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 were part of a pilot study last year(Norwich University); 11/12 pupils made expected or better progress.</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 effective in other schools. EEF toolkit suggest +5 months for early intervention</p>	<p>Monitoring of progress and identification of the impact of the intervention programme.</p> <p>Results are analysed termly</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 18</p>
<p>Improved social and emotional skills leading to improved levels of self - esteem, and confidence</p>	<ul style="list-style-type: none"> <li>Referrals by staff/parents to our in school counsellor.</li> <li>Some vulnerable PP children will have 1 - 1 time to talk about their feelings with Home School Support Worker (HSSW).</li> <li>'I am Me' programme for target pupils with self- esteem and anger management issues</li> <li>Target group of pupils in Y 3 (mainly PP) to work with HSSW at lunchtimes</li> </ul>	<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 18</p>

The attendance and punctuality of PP children continues to be above national and in line with or better than non PP national.	<ul style="list-style-type: none"> <li>• Employment of PT Attendance Officer to track attendance weekly.</li> <li>• Home School Support Worker works closely with Attendance Officer to identify and target families who are causing concern for early help.</li> </ul>	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. 2015/16 data confirms that our PP pupils have attendance that is significantly higher than national PP and a in line with 'other' pupils	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)	HT/HSSW	termly
<b>Employment of Attendance Officer</b>					<b>£1,500</b>
<b>iii Other approaches</b>					
<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 implementation?</b>
Pupils are not disadvantaged in their access to learning	<p>Provide free nutritious Breakfast</p> <p>Provide free after school clubs and actively target disadvantaged pupils.</p> <p>Provide Home Work Club for KS1 &amp; 2 pupils</p>	<p>Pupils are able to concentrate – physical need met (Maslow's hierarchy of Need)</p> <p>High levels of participation ensures pupil engagement, improved levels of confidence and self- esteem which results in increased progress.</p> <p>Pupils attend Home Work Club resulting in improved attainment e.g. Spelling scores</p>	<p>Monitor number of PP having breakfast including target children who are often late or who require extra teaching during this time.</p> <p>Monitor levels of participation termly and target children not engaged.</p>	<p>HSSW</p> <p>HT</p> <p>HSSW PE Team HT</p>	<p><b>Termly</b></p> <p><b>Termly</b></p>
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	Early intervention (EYFS) can enhance learning by 5+ months (EEF Toolkit)	HSSW reports support and intervention through internal CPOMs system. Overview of support reported to GB	<b>HT</b>	<b>Termly</b>

Breakfast Club	£ 4,000
Employment of Home School Support Worker	£11,140
<b>Total budgeted cost</b>	<b>£101,640</b>

## 5. Review of expenditure Year 2016-17

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
For PP pupils to make or exceed national expectations for progress and attainment	<ul style="list-style-type: none"> <li>TA support for every class for English &amp; maths.</li> <li>Quality CPD for writing and spelling</li> <li>Quality first hand experiences e.g. visits/visitors.</li> <li>Use of digital resources to support reading and maths</li> <li>1-1 or small group interventions e.g. Catch Up, reading, Helping Hands</li> </ul>	<p><b>100% of Disadvantaged pupils (5) achieved the national Phonic Screen Test compared to 83% of 'Other' pupils nationally.</b></p> <p><b>End of KS2 -</b></p> <p><b>63% of Disadvantaged pupils achieved the expected standard in RWM compared to 63% of 'Other' pupils nationally.</b></p> <p>68% of Disadvantaged pupils achieved the expected standard in <b>reading</b> compared to 72% of 'Other' pupils nationally (-3.6% gap in line). 84% of Disadvantaged pupils achieved the expected standard in <b>writing</b> compared to 79% of 'Other' pupils nationally. 79% of Disadvantaged pupils achieved the expected standard in <b>maths</b> compared to 76% of 'Other' pupils nationally.</p> <p>Progress in <b>reading</b> for PP across the school was at least good in all classes but not enough were making outstanding progress in Y1 and Y3 to narrow the gap Progress in writing for PP across the school was at least good and often outstanding.</p> <p>11/12 pupils (Catch up) made good or outstanding progress with a formal structured approach.</p> <p>EYFS Talk Boost programmes were not as effective impart due to staff absence/shortage and cohort issues.</p> <p>Helping Hands programme reduced number of behaviour incidents at play times.</p>	<p>Continue with extra TA support but further improve efficiencies of TA deployment based on best practice of EFF findings including improving feedback during class time.</p> <p>Not enough PP children are achieving greater depth in maths – ensure strong teacher subject knowledge and mastery.</p> <p>Where Class teachers were monitoring and driving on line learning, progress greatly accelerated.</p> <p>Reducing 1-1 support/small group and replacing with more structured interventions. Increase staff capacity and improve monitoring systems next year.</p> <p>Continue with some modifications</p>	<p>£81,200</p> <p>£3,000</p>

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Continue to improve attendance for PP	Employment of PT Attendance Officer/HSSW	Robust tracking and support for vulnerable families is having positive impact on attendance which is above national.	Continue robust system	£1,800
		PP attendance is well above national pp and close to national other		£15,000
	Range of extra - curricular clubs	Analysis shows that there are 67 pupil premium pupils from Years 1 to 6 with the vast majority attending at least one club (96%) and 82% attending two or more clubs.	Continue wide range of extra curricular activities	£2,000

## 6. Additional detail

The bulk of pupil premium funded extra staffing (TA 's) to ensure every class had support for English and maths which freed the teacher to work intensively with target pupils and provided support for extra intervention.