

Pupil premium strategy statement: St John's CE Academy

1. Summary information					
School	St John's Church of England Academy				
Academic Year	2018/19	Total PP budget	£104,500	Date of most recent PP Review	Sept 18
Total number of pupils	203	Total number of pupils eligible for PP	80	Date for next internal review of this strategy	Jan 2019
Overall proportion of FSM	39%	Service pupils (3)	£900		
		Looked After (2)	£2300		
		Pupil Premium (75)	£99,000		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	High numbers of children enter school with limited language and restricted vocabulary which impacts upon progress and attainment in reading, writing maths in subsequent years.	
B.	Baseline levels for many areas are below ARE, especially speech, listening and attention, numeracy and PSE which impacts on their progress.	
C.	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 well-being and ability to focus on learning leading to slower progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and or punctuality which reduces their time in school and affects their rates of progress	
E.	Chaotic lifestyles for some children result in a lack of regular routines including home reading, homework and sleep deprivation.	
F.	Narrow range of opportunities, life experiences and resources for some pupils outside of school which attributes to their limited language and knowledge of the world.	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved listening and attention and communication 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 the gap is diminished between disadvantaged and non-disadvantaged.

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.
C.	Accelerated progress for pupils eligible for pp	Attendance is high; pupils enjoy coming to school. High attendance at after school clubs. Quality of writing improves resulting in a narrowing of the gap between disadvantage pupils and 'others' nationally
D.	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.
E.	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
F.	Pupils' can access learning because their physiological, safety, belongingness and esteem needs are met. This will be evidenced by day to day monitoring for targeted vulnerable pupils and through termly Pupil Progress Meetings.	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	2018/19				
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 or exceed national expectations for progress and attainment in reading, writing and maths across the school.	<ul style="list-style-type: none"> All classes have TA support for maths and English. Extra support in classes where there are high numbers of PP for periods of time (EYFS, Y1, 4 & 6) Track progress half termly and carry out pupil progress meetings. Identify any pupils not on track to meet target and look at strategies. Additional teaching intervention for maths (Catch up) and literacy Including small group, 1:1 and specialist support. 	<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>	<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.</p> <p>Interventions are evaluated half termly.</p>	<p>HT/Assessment Lead</p> <p>SENDCO</p>	<p>December 2018</p> <p>Half termly</p>
Total budgeted cost					£79,000
All staff are confident in teaching reading, writing and maths leading to more consistent good and better levels of progress across school.	<ul style="list-style-type: none"> Training and coaching for less confident staff to ensure the use of effective modelling and supported practice 	<p>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</p>	<p>Monitor through lesson observation and book scrutiny. Analysis of progress through termly assessments followed up in Pupil Progress Meeting.</p>	Eng. Lead	Termly

	<ul style="list-style-type: none"> • Purchase of digital resources to support reading and maths which can also be utilised at home. 	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 2019
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 2019
Purchase licenses for Mathletics, Maths in a Flash and Reading Eggs.					£2,000
Financial support for quality visits and visitors					£3,000
ii. Targeted support					
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?

<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"> 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. 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. Small group provision of Talk Boost and Early Talk Early Language Intervention for target children in EYFS 	<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 (Norwich University); 11/12 pupils made expected or better progress. This success has continued this year.</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 19</p>
<p>Improved social and emotional skills leading to improved levels of self-esteem, and confidence</p>	<ul style="list-style-type: none"> Referrals by staff/parents to our in school counsellor. Some vulnerable PP children will have 1 - 1 time to talk about their feelings with Home School Support Worker (HSSW). 'I am Me' programme for target pupils with self-esteem and anger management issues Target group of pupils (mainly PP) to work with HSSW at lunchtimes 	<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>June 19</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"> • Employment of PT Attendance Officer to track attendance weekly. • Employment of Home School Support Worker who works closely with Attendance Officer to identify and target families who are causing concern. Early Help Support in place. 	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
Employment of Attendance Officer					£1,500
Home School Support Officer					£15,000
iii Other approaches					
Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
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 & 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>Termly</p> <p>Termly</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	HT	Termly
Breakfast Club					£ 4,000
Total budgeted cost					£104,500

5. Review of expenditure Year 2017-18

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<p>For PP pupils to make or exceed national expectations for progress and attainment</p>	<ul style="list-style-type: none"> • TA support for every class for English & maths. • Extra TA support in classes with high numbers of pp for periods of time (EYFS, Y3 & Y5) • Use of digital resources to support reading and maths <p>1-1 or small group interventions e.g. Catch Up, reading, Helping Hands</p>	<p>91% of Disadvantaged pupils (11) achieved the national Phonic Screen Test compared to 84% of 'Other' pupils nationally.</p> <p>End of KS 1- There were large gaps in performance between disadvantaged and 'national other' especially in reading (-23.4%) and maths (-23.4%)</p> <p>End of KS2 - 75% of Disadvantaged pupils achieved the expected standard in RWM compared to 67% of 'Other' pupils nationally. 75% of Disadvantaged pupils achieved the expected standard in reading compared to 77% of 'Other' pupils nationally (in line). Well above above national disadvantage. 87.5% of Disadvantaged pupils achieved the expected standard in writing compared to 81% of 'Other' pupils nationally. 87.5% of disadvantaged pupils achieved the expected standard in SPaG compared to 82% of 'other' pupils nationally. 87.5% of Disadvantaged pupils achieved the expected standard in maths compared to 80% of 'Other' pupils nationally.</p> <p>Progress in reading 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. Progress in maths for PP across the school was at least good and better than non- pp in Y1,3 &4. There was an 18% gap in Y3 however this was 2 pupils with significant SEND.</p> <p>100% pupils (Catch up) made good or outstanding progress with a formal structured approach. 3 of these are now working at ARE expectations.</p> <p>10/14 pp in Rec. received Talk Boost; 7 (70%) achieved C & L stranding all 3 areas; 4 of these pupils achieved a GLD. Helping Hands programme (Peer Mentoring – social skills) reduced number of behaviour incidents at play times as targeted pupils were given strategies to employ.</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 core subjects or SPaG – ensure strong teacher subject knowledge and mastery and greater levels of challenge. Look at meta-cognitive learning to improve levels of progress, greater levels of independence and resilience.</p> <p>Where Class teachers were monitoring and driving on line learning (Mathletics, Reading Eggs, maths Facts in a Flash), 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>£80,000</p> <p>£3,000</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
<p>The attendance of PP children continues to be above national and in line with or better than non PP national.</p> <p>Vulnerable families engage with school and seek support.</p> <p>Children come into school ready to learn</p> <p>Children are accessing a range of activities designed to build their confidence, self-esteem and basic skills.</p>	<p>Employment of FT Home School Support Worker who works closely with families as part of Early Help Support. First day response, and daily monitoring ensures any problems are followed up quickly.</p>	<p>Robust tracking and support for vulnerable families is having positive impact on attendance which is above national in 2016 and in line in 2017. PP attendance is well above national pp and close to national other</p> <p>In school data for 2017/18 shows only a small gap (1.09%) between the attendance of pupil premium (95.4%) and non-pupil premium (96.3%).</p>	<p>Continue robust systems and Early Help Support. Mental Health and chaotic lifestyles are still a barrier to improving attendance.</p> <p>Continue with Breakfast Club- apply for additional funding to support a free breakfast for all vulnerable children.</p> <p>Extend the after school provision so that there is more choice available for KS 1 pupils. Extend provision to allow some provision for reception children.</p>	£15,000
	<p>Attendance Officer (1/2 day per week) works closely with HT/HSSW to track attendance and identify vulnerable families for extra support/attendance meetings.</p>	<p>Persistent absentees have been below national average in 2016 and 2017.</p>		£1,800
	<p>Breakfast Club in place along with interventions (small group/1-1) for targeted pp pupils).</p>	<p>Number of pupils attending Breakfast Club daily is approx. 60; 38 of these are FSM and receive a free breakfast. This has helped greatly with attendance and punctuality and ensures that pupils have a nutritious start to the day..</p>		£2,000
	<p>Wide range of extra - curricular clubs are free. Residential visit for Y6 is at a vastly reduced price.</p>	<p>Analysis shows out of 51 pupil premium pupils from Years 1 to 6, the vast majority(48) attend at least one club (94%) and 80% attend two or more clubs which had a positive impact on their enjoyment of school and well-being. 100% of pp pupils attended the Seahouses residential visit.</p> <p>Analysis for pupil questionnaires confirms that the pupils find visits, visitors and extra -curricular activities very enjoyable.</p>		