

Pupil Premium Strategy Statement: St John's CofE Academy

1. Summary Information					
School	St John's CofE Academy				
Academic Year	2017/18	Total PP budget	£70,00	Date of most recent PP review	June 2016
Total number of pupils	181 (172)	Number of Pupils eligible for PP	58	Date for next internal review of this strategy	July 2018

2. Current Attainment			
	<i>Pupils eligible for PP : 5</i>	<i>All Pupils (national average)</i>	<i>Sufficient progress is at least:</i>
% achieving at least ARE (RWM)	0%	61%	
Average Progress Scores in reading	-3.74	+0.33	-1.1
Average Progress Scores in writing	-5.64	+0.17	-0.1
Average Progress Scores in maths	-7.39	+0.28	-3.1

3. Barriers to future attainment (for eligible for PP including high ability)	
In School barriers (issues to be addressed in school , such as poor oral language skills)	
A	Behaviours – primarily attitude to learning, concentration and focus skills. For a small number of pupils eligible for PP, social and emotional issues are having a significant impact on their academic progress and those of their peers.
B	Early language and reading skills, including phonics, and basic number knowledge for some is low, meaning they require additional targeted intervention to enable them to reach their full potential.
C	Limited exposure to wider world knowledge and experience for a number of our PP pupils' impacts on them socially & emotionally.
D	Attendance – average attendance for those children eligible for pupil premium in 2016-17 was 91.6%, well below the school's expectations. This has a significant impact on the hours they spend in school, therefore affecting the progress they make.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Improved concentration and focus for learning for particular pupils. Give opportunities to develop skills to enable success. To ensure all pupil's enjoyment and welfare is effectively supported.	Fewer behaviour incidents recorded. Learning behaviour for all pupils evidently improves through learning walks and pupil voice.
B	Ensure the difference between PP pupils and non-PP pupils is narrowed for reading, writing and maths, so that achievement is in line with non-PP achievement.	PP progress and attainment is in line with or exceeds their personal predictions, targets and that of their peers. Measured across the school using in-school data.
C	To ensure all children have the opportunity to experience and enjoy wider world learning, outside of the classroom and normal curriculum teaching.	Participation of all pupils during 'Wows' and 'Challenges', school trips and in sessions led by specialist visitors to the school. Evidence of the experience in future learning follows such events.

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D	Increased attendance rates for all pupils eligible for PP.	Average PP attendance matches that of their peers.
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5. Planned Expenditure					
Academic Year		2017-18			
<i>The three headings below allow schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies</i>					
(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? How well is it being implemented? What evidence so far?	Staff Lead	When will you review implementation?
<p>Improved concentration and focus for learning for particular pupils. Give opportunities to develop skills to enable success.</p> <p>To ensure all pupil's enjoyment and welfare is effectively supported.</p> <p>(A)</p>	<p>Continued employment of Family Support Worker to support individual children and their families facing a variety of problems.</p> <p>Breakfast club and nurture provision for targeted children.</p>	<p>The support of parents and families with identified needs in order to enable better access to and engagement with learning.</p> <p>Social Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p>	<p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Monitor attendance and use early intervention strategies to ensure all pupils are available for all learning opportunities.</p>	<p>SLT</p> <p>FSW</p> <p>Class Teachers</p>	<p>Formally, through pupil progress meetings every 6 weeks.</p> <p>Daily through informal discussions with FSW, SENDCo and teaching teams throughout the school.</p>

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<p>Ensure the difference between PP pupils and non-PP pupils is narrowed for reading, writing and maths, so that achievement is in line with non-PP achievement. (B)</p>	<p>School approach to teaching focuses on filling the gaps, greater depth understanding and quality first teaching for all pupils until they are secure with a concept.</p> <p>Growth mindset strategies are employed to encourage a positive approach to learning.</p> <p>Regular 1:1 pupil conferencing sessions are provided to pupils in key stage two, providing additional coaching support where needed.</p>	<p>Meta-cognition, self-regulation and feedback approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress.</p> <p>The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils.</p> <p>(EEF Toolkit)</p>	<p>Staff up to date with most efficient and effective formative assessment approaches through high quality CPD.</p> <p>Regular tracking of all pupils against specific expectations ensures any gaps are readily identified and a course of action agreed.</p> <p>Regular monitoring of pupil conferencing records to ensure children receive high quality feedback and the intervention impacts on the progress they make.</p>	<p>SLT</p> <p>Class teachers</p>	<p>Informally through weekly learning walks</p> <p>Formally through pupil progress meetings every 6 weeks.</p>
<p>To ensure all children have the opportunity to experience and enjoy wider world learning, outside of the classroom and normal curriculum teaching. (C)</p>	<p>Plan and implement theme days, visitors, wider experiences and curriculum visits to support learning outside the classroom.</p>	<p>To provide learning through a variety of different mediums, using specialists and real life experiences that will develop pupil's vocabulary, deeper understanding and ability to empathise.</p>	<p>Organise timetable to ensure staff delivering provision. Visits, visitors and theme days to be subsidised by PP budget, not sought on a voluntary basis.</p>	<p>Class Teachers</p> <p>Subject Leaders</p>	<p>Through pupil progress meetings every 6 weeks</p>
Total budgeted cost					£23,452

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(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? How well is it being implemented? What evidence so far?	Staff Lead	When will you review implementation?
<p>Improved concentration and focus for learning for particular pupils. Give opportunities to develop skills to enable success.</p> <p>To ensure all pupil's enjoyment and welfare is effectively supported. (A)</p>	<p>Continued employment of Family Support Worker to support individual children and their families facing a variety of problems.</p> <p>Providing THRIVE training for key members of staff to support children who present challenging behaviour.</p> <p>Breakfast club and nurture provision for targeted children.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Engage with parents and pupils before interventions begin to address any queries or concerns they may have.</p> <p>Ensure identification of target pupils is transparent and monitored.</p> <p>Inviting targeted children to attend Breakfast Club to support families when this may intervention may be required.</p>	<p>SLT, FSW Class teachers and TAs</p>	<p>Through pupil progress meetings every 6 weeks.</p>
<p>Ensure the difference between PP pupils and non-PP pupils is narrowed for reading, writing and maths, so that achievement is in line with non-PP achievement. (B)</p>	<p>Consistent quality first teaching, immediate feedback strategies and early help interventions. For example:</p> <ul style="list-style-type: none"> • Daily 'gap fill' sessions • Use of dictation software for targeted children • Specialised support such as: Project Code, Rapid Maths, Project X Phonics, Fizzy. • Pupil conferencing in key stage two. 	<p>Feedback refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p> <p>To provide extra support to achieve high attainment / rapid progress.</p> <p>Small group interventions, that are closely monitored, with highly qualified staff have shown to be effective.</p> <p>(John Hattie/EEF)</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p>	<p>SLT, Class teachers, Teaching assistants</p>	<p>Through Pupil Progress Meetings every 6 weeks</p>
<p>To ensure all children have the opportunity to experience and enjoy</p>	<p>Extra-curricular activities/ residential visits subsidised.</p>	<p>Some students have difficulty accessing certain areas of the curriculum through lack of</p>	<p>Ensure identification of target pupils is transparent and monitored.</p>	<p>SLT SBM</p>	<p>At key dates throughout the year: Sept 2017 Jan 2018</p>

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wider world learning, outside of the classroom and normal curriculum teaching. (C)		first-hand experience or knowledge. By providing experiences we hope to improve empathy and depth of understanding.	Engage with parents and pupils before interventions begin to address any concerns or questions.	Class teachers	April 2018
Increased attendance rates for all pupils eligible for PP. (D)	Continued employment of Family Support Worker to support individual children who are identified as persistent absentees (less than 90%).	The effective partnership of school and parents is key to improving attendance. By working with parents we hope to improve the attendance of targeted children and therefore rapidly improve their progress and attainment.	Regular tracking of pupil attendance. Increased engagement with parents to identify any barriers to pupils attending school.	SLT FSW	Regular informal monitoring through discussions with FSW. Formal monitoring in progress meetings.
Total budgeted cost					£44,768

(iii) Other approaches					
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?
To ensure all pupil's enjoyment and welfare is effectively supported. (A)	Development of a nurture space in order to carry out THRIVE intervention	The EEF Toolkit suggests that's targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Boxhall Profile to gather baseline data and monitor subsequent impact of intervention. Engage with parents and pupils before interventions begin to address any queries or concerns they may have.	JP FSW	Through pupil progress meetings every 6 weeks.
Total budgeted cost					£2,000

6. Review of Expenditure			
Previous Academic Year	2016-17	£59,860	
(i) Quality of teaching for all			
Desired Outcome	Chosen action/ approach	Impact and Next Steps	Cost
Improved learning behaviour. Enjoyment and well-being is effectively supported.	Employment of Family Support Worker support individual children and their families facing a variety of problems.	Approach has been successful in supporting parents to improve their child's attendance. Furthermore, the approach has been successful in improving engagement of parents in regards to early help intervention (Families First).	£14,099

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		The action will be continued.	
Difference between PP pupils and Non PP pupils is narrowed for RWM	Pupil conferencing for all pupils eligible for PP in key stage two.	Approach had varied success depending on the confidence of the class teacher in delivering the intervention. Success stories included children in year 6 and year 4 who made accelerated progress, closing the gap with their peers. The action will be continued alongside further training for class teachers paired with higher expectations from SLT.	
(ii) Targeted Support			
Desired Outcome	Chosen action/ approach	Impact and Next Steps	Cost
Improved learning behaviour. Enjoyment and well-being is effectively supported.	Development of Nurture Room.	Approach had limited success due to the room provided for nurture being deemed inappropriate by the new SLT. Resources purchased to provide nurture approach will be utilised in a 'new' nurture room moving forward.	£41,229
Difference between PP pupils and Non PP pupils is narrowed for RWM	Increased teaching assistant support to boost attainment across the school by providing targeted intervention, including: <ul style="list-style-type: none"> • Precision Teaching • Dancing Bears • Plus 1 • Targeted Readers • Power of Two 	Approach had limited success with very few children in receipt of intervention making expected progress and one making accelerated. Moving forward, the SLT will conduct a full review of the interventions used within school, the deployment of teaching assistants and how intervention programmes are monitored. Links with other settings will be established to ensure teaching assistants can see best practice and receive high-quality CPD.	
Opportunity to experience and enjoy wider world learning	Residential visits subsidised.	PP children were able to attend both residential and day trips as a result of a subsidy.	
(iii) Other approaches			
Desired Outcome	Chosen action/ approach	Impact and Next Steps	Cost
Opportunity to experience and enjoy wider world learning	Peripatetic Music Lessons offered to all pupils eligible for PP in key stage two.	Approach had limited success with 6 children opting to take part in the music lessons. Children who took part in music lessons demonstrated improved confidence and self-esteem however the action had no significant impact on pupil progress and attainment.	£3,500

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		Action will not be continued.	
Increased attendance rates for pupils eligible for PP	Employment of Family Support Worker support individual children and their families facing a variety of problems, including attendance.	Approach has been successful in supporting parents to improve their child's attendance. This has led to the majority of targeted pupils rapidly improving their attendance and therefore positively impacting on their progress/attainment.	