

Pupil Premium strategy statement:

Main Questions to ask....

1. Has the school accurately recorded their strengths and EBI's/ Barriers to attainment
2. What impact did the actions put in to address the barriers have... what is the evidence for this?
3. Are the actions that the school has identified for the current year the right ones... what is the evidence of impact to date for these?
4. How do Governors hold the SLT to account for the progress and attainment of this group of pupil's?

Evidence for all of these things is crucial to be seen and written in alongside this in Red by the PP reviewer.

5. Summary Information					
School	St John's C of E Academy				
Academic Year	2018/19	Total PP budget	£73,500	Date of most recent PP review	
Total number of pupils	162	Number of Pupils eligible for PP	52	Date for next internal review of this strategy	January 2019

6. Current Attainment			
	<i>Pupils eligible for PP : 8</i>	<i>All Pupils (national average)</i>	<i>Sufficient progress is at least:0</i>
% achieving at least ARE (RWM)	25%	64%	
Average Progress Scores in reading	0.9	0.31	0
Average Progress Scores in writing	2.15	0.24	0
Average Progress Scores in maths	-1.05	0.31	0

7. 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	Social and emotional issues for a number of our pupils (not all PP) are having a detrimental effect on their academic progress and achievement and that of their peers. This needs to be addressed 'early' through the use of the Thrive approach which is being adopted by the school and lead by a TA overseen by the SENCO
B	Some pupils' progress & attainment is low in reading, writing and maths & they require additional targeted interventions and because of this, we have planned to take part in the Achievement for All programme as a strategic move to ensure all children achieve their full potential."
C	Due to limited exposure to wider world knowledge and experiences a number of our PP pupils' require extra support in their vocabulary acquisition and use of as well as their general communication skills because of this we have planned to take on KS1 Talk Boost so that children can make significant progress in this area.
D	Parental engagement of some PP pupils has been identified and because of this, we have planned to take part in the Achievement for All programme as a strategic move to ensure all children achieve their full potential."

8. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<u>Success Criteria</u>
A	Children will become more emotional resilient having a positive impact on attitudes to learning, social and emotional relationships in school, and attainment.	Reduced amount of troubling behaviour incidents recorded on CPOMs, this will include social and emotional issues. By the end of the year identified pupils will make at least expected progress, if not better progress. A safe place will be established in school where children can come when feeling emotionally challenged.
B	To ensure interventions are relevant and high quality to meet the needs of the pupils. The impact will be seen in books.	PP and other vulnerable groups' progress is in-line with or exceeds personal predictions, targets and that of their peers Progress will be measured across the school using in school data gathered on Target Tracker

Commented [S1]: With you success criteria make sure you use summative comments rather than a checklist of actions.

Think about what will be the impact?? What would success look like??

E.g. what will be the impact of you and Ali completing the THRIVE training, a room being set up and assessments taking place termly???

		Case studies completed for those children who have exceed/fallen below expectations Work alongside Achievement Coaches (visit every 3 weeks) to identify EBI so that there is evidence of pupils reaching their full potential.
C	Children will have made significant progress with their language and communication skills	Targeted pupils will make escalated progress which will be measured by built in assessment system. There will be evidence in writing, science and enquiry books. Targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten week intervention
D	Increased parental engagement through structured conversations & support of AFA project.	As a result of improving parental engagement 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 (target Tracker)

9. Planned Expenditure					
Academic Year		2018/19			
<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? WWW/ EBIs/ Next steps

<p>(A) Early intervention to support pupils social & emotional needs</p>	<p>Developing Thrive approach so that it becomes embedded into the school culture starting with developing AB as the licensed practitioner</p>	<p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils. (EEF Toolkit). Thrive approaches fill gaps in emotional development. Interrupted emotional development underpins:</p> <ul style="list-style-type: none"> • many troubling behaviours • Leads to under-achievement • Lies at the heart of many mental health problems • Gives rise to adverse social issues • Costs money • Isolates young people from their learning. 	<p>Staff to complete all relevant Thrive training Thrive area to be established within school Regular tracking of all pupils using on-line assessment tool Analysis of progress data to Pupil Progress meetings Reduced number of behaviour incidents recorded on CPOMs Staff to visit other settings for advice and support on developing a Thrive approach across school</p>	<p>JP and AB</p>	<p>Informally through learning walks 1 x fortnight, Formally through pupil progress meetings terms 2, 4, 6 PPMs in terms 1,3,5 looking at specific groups Termly meetings with AB</p> <p>£5422 (Training) £1000 (Resources) £6422</p>
<p>(B) To support PP children through early and relevant interventions</p>	<p>Registering on Achievement For All Programme to start in December 2018 (12</p>	<p>There is evidence (2016) that the progress of targeted children in reading, writing and maths is up to</p>	<p>Feedback from 3 weekly visits by Achievement Coach Pupil Progress meetings Book looks Pupil voice</p>	<p>JP SLT</p>	<p>3 weekly Visits from Achievement coach – what are the WWW what areas to we need to become better at?</p>

	visits a year – every three weeks) All staff will undertake CPD led by the achievement coach these dates are to be confirmed	50% above national expected levels. On average KS2 pupils achieved 31% higher APS scores compared to national attainment targets set for ALL pupils. (Achievement for All 2015-16 Impact report) Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. On average Pupils make an additional 4 months progress (EEF)	Case studies for those children making more than expected/less than expected progress Drop-ins – to groups interventions		Termly pupil progress meetings School in-house tracking data (Target Tracker) £5690
(C) Opportunity to experience and enjoy wider world learning	Introduce Talk Boost across KS1	There is evidence that Talk Boost boosts children’s progress in language and communication by an average of 9 - 18 months after a 10 week intervention (Ican Website)	Provide training for KS1 teachers and TAs. Track progress through assessment tool. Track progress through In-school data tracker. Pupil Progress meetings Pupil voice Book Looks	JP SLT KS1 staff	Beginning, mid-point and end of intervention tracking. Pupil progress meetings (termly)
Total budgeted cost					£12,1120
(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? WWW/ EBIs/ Next steps
(A) Early intervention to support pupils social & emotional needs	To run 1:1 and small group intervention of Thrive Approach with licensed practitioner.	Some students need targeted support to fill gaps in their emotional development which lead to troubling behaviours. There is evidence that this programme is effective in reducing many troubling behaviours that lead to under achievement and lie at the heart of mental health problems which can isolate children from their learning.	<p>Organise timetable to ensure there is sufficient prep time and delivery time for the intervention to be delivered effectively.</p> <p>Visit St Stephen's who has an established Thrive approach to identify any potential barriers to good implementation</p> <p>Include Thrive as part of the monitoring cycle</p>	JP DLT SLT	<p>Informally through learning walks 1 x fortnight, Formally through pupil progress meetings terms 2, 4, 6 PPMs in terms 1,3,5 looking at specific groups Termly meetings with AB</p> <p>£5742 (Salary)</p>

<p>(B) To support PP children (in reading, writing and maths) through early and relevant interventions</p> <p>(D) Increase parental engagement</p>	<p>To deploy TAs to deliver targeted interventions</p> <ul style="list-style-type: none"> • Project X Code • Project x Phonics • Gap fill maths <p>Continue to provide parents access to school FSW</p>	<p>There is evidence (2016) that the progress of targeted children in reading, writing and maths is up to 50% above national expected levels.</p> <p>On average KS2 pupils achieved 31% higher APS scores compared to national attainment targets set for ALL pupils. (Achievement for All 2015-16 Impact report)</p> <p>Improving parental engagement can led to a child making additional progress (2-3 months additional progress on average). (EEF)</p>	<p>Once we have started working with our Achievement coach we will organise whole school CPD – Dates to be arranged</p> <p>Develop an action plan in collaboration with achievement coach which is monitored at the each of the 12, 3 weekly visits from the Achievement coach.</p> <p>Children’s progress will be discussed with HT, DHT and members of SLT at termly progress meetings to discuss what is working and possible barriers to progress</p>	<p>JP DLT SLT CTs</p>	<p>Through 3 weekly meetings/feedback with Achievement coach</p> <p>Pupil Progress meetings</p> <p>Bullet point what is having an impact and what adjustments need to be made for greater impact</p> <p>£19,717 (TA salaries) £6,741 (FSW salary)</p>
<p>(E) Opportunity to experience and enjoy wider world learning</p>	<p>To introduce Talk Boost across KS1 which is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes.</p>	<p>The intervention provides a structured programme that boosts children’s progress in language and communication by an average of 9 - 18 months after a ten week intervention</p>	<p>Arrange CPD for class teachers and Teaching assistants</p> <p>Purchase resources</p> <p>Organise timetable to ensure there is sufficient prep time and delivery time</p>	<p>JP SLT KS1 teachers and TAs</p>	<p>Termly PPMs Monitoring Cycle</p> <ul style="list-style-type: none"> • Pupil voice • Book looks • Drop-ins

			for the intervention to be delivered effectively. Organise timetable to ensure there is sufficient prep time and delivery time for the intervention to be delivered effectively. Visit other school where Talk Boost is used (Forest View) to identify potential barriers to implementation		
(F)					
Total budgeted cost					£32,200
(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?
(B) Opportunity to experience and enjoy wider world learning	Children to experience extra-circular activities/residential visits subsidised	Some children have difficulty accessing certain areas of the curriculum due to their limited exposure to first-hand experiences. By providing these experiences we hope to develop a greater depth of understanding.	Ensure identification of pupils is transparent and monitored Engage with parents and pupils before activities/visits /residential starts to address concerns and questions.	JP, SMi, DLT	Through FSW meetings TAF meetings 1:1 conversations with parents £3000.00
(A) To support PP children (in	To use TAs to help pupils develop	There is evidence that working with TAs can lead	Children's progress will be discussed with HT, DHT and	STL, HT, DHT	

reading, writing and maths) through effective classroom support	independent learning skills and manage their own learning.	to improvements in pupils' attitudes Research has shown that improving the nature and quality of TAS' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes	members of SLT at termly progress meetings to discuss what is working and possible barriers to progress Track progress through assessment tool. Track progress through In-school data tracker. Pupil Progress meetings Pupil voice Book Looks		
Total budgeted cost					£29,188.00

10. Review of Expenditure			
Previous Academic Year	2018-19		
(i) Quality of teaching for all			
Desired Outcome	Chosen action/ approach	Impact and Next Steps	Cost
Early intervention to support pupils social & emotional needs	Developing Thrive approach so that it becomes embedded into the school culture starting with developing AB as the licensed practitioner	35 children assessed Thrive over the past year either as 1:1 or part of a small group. Supported children with issues such as reluctance to come into school and separation anxiety, loss of a parent, children experiencing nightmares, managing day to day issues. Impact 3 children happier to come into school Parents report children sleeping better Parent glad that her child has someone to talk to and support them through her terminal illness.	£12,112.00

Commented [S2]: This section needs to be completed using the costing for last year.

		Children have a nominated person they can go to when theatre feeling anxious/worried. Continue with Thrive Invite Thrive Worker to PPMS Staff training at Inset day.	
To support PP children through early and relevant interventions	Registering on Achievement For All Programme to start in December 2018 (12 visits a year – every three weeks) All staff will undertake CPD led by the achievement coach these dates are to be confirmed	Next Steps Put in dates for next school year – Contact Claire Thompson Parents evening 19/20 to be use structured conversations with identified pupils Staff training on – Expectations –TBC	
Opportunity to experience and enjoy wider world learning	Introduce Talk Boost across KS1	Training carried forward to academic year 19/20	
(ii) Targeted Support			
Desired Outcome	Chosen action/ approach	Impact and Next Steps	Cost
Early intervention to support pupils social & emotional needs	To run 1:1 and small group intervention of Thrive Approach with licensed practitioner.	35 children assessed Thrive over the past year either as 1:1 or part of a small group. Supported children with issues such as reluctance to come into school and separation anxiety, loss of a parent, children experiencing nightmares, managing day to day issues. Impact 3 children happier to come into school Parents report children sleeping better Parent glad that her child has someone to talk to and support them through her terminal illness. Children have a nominated person they can go to when theatre feeling anxious/worried.	£32,200.00

<p>To support PP children (in reading, writing and maths) through early and relevant interventions</p>	<p>To deploy TAs to deliver targeted interventions</p> <ul style="list-style-type: none"> • Project X Code • Project x Phonics • Gap fill maths 	<p>PP children making up to 3 years progress across the year using Project code intervention.</p> <p>Project X Phonics</p> <p>Of 11 pupils 4 (36.4%) PP children passed the screening test at the end of Y1 Maths</p> <p>5 PP children working at L2A and 2B at the end of KS1 4 (80%) of which met the standard at the end of KS2. The one that did not was not assessed at St John's at the end of KS1.</p> <p>At the end of KS1 50% of PP children were working at or above the standard in Maths</p>	
<p>Increase parental engagement</p>	<p>Continue to provide parents access to school FSW</p>	<p>Family support work continued until the end of Term 2 when the FSW left and has not been replaced.</p> <p>Next Steps</p> <p>To explore whether a FSW can be re-employed and what impact this role would have on the lives of parents within St John's.</p>	
<p>(iii) Other approaches</p>			
<p>Desired Outcome</p>	<p>Chosen action/ approach</p>	<p>Impact and Next Steps</p>	<p>Cost</p>
<p>Opportunity to experience and enjoy wider world learning</p>	<p>Children to experience extra-circular activities/residential visits subsidised</p>	<p>All children across the school accessed educational school visits or residential</p> <p>Next steps</p> <p>To continue to support families with the costs of school visits/residential</p>	<p>£29,188.00</p>
<p>To support PP children (in reading, writing and maths) through effective classroom support</p>	<p>To use TAs to help pupils develop independent learning skills and manage their own learning.</p>	<p>50% of PP children met the standard in reading, writing and maths at the end of KS1</p> <p>50% (5 pupils) of PP pupils met the standard for reading, 40% (4 pupils) in writing and 40% (4 children) in maths at the end of KS2</p>	

		<p>At the end of EYFS 100% (1 pupil) of PP pupils had met the expected standard in reading, writing, number and shape, space and measure.</p> <p>Next Step School RAP to continue to focus on closing the gap between PP and non PP children</p>	
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