

Pupil premium strategy statement St John's CoE Primary Warminster

1. Summary information					
School	St John's CoE Primary, Warminster				
Academic Year	2017/18	Total PP budget	£39,540	Date of most recent PP Review	Sept 2017
Total number of pupils	108	Number of pupils eligible for PP	28 PP (but excluding last year Y6 it is 19) 13 Service	Date for next internal review of this strategy	April 2018

2. Current attainment			
	All pupils	Pupils eligible for PP (your school)	Service children
% making progress in reading	+0.1 ARE	+0.1 ARE	+0.1 ARE
% making progress in writing	-0.5 ARE	-0.7 ARE	-0.3 ARE
% making progress in maths	-0.4 ARE	-0.4 ARE	-0.5 ARE

3. 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.	Poor oral language of younger children in the pupil premium group
B.	A small but significant number of these children have significant behavioural and educational additional needs – these pupils significantly skew the attainment data presented above
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates of a very small but significant few of these children – these few skew the attainment data presented above
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	With the removal of the persistent low attendance and those with additional Special Educational Needs the Attainment data to be in line with national ARE at the end of the academic year
	At the end of the academic year: R = ARE W = ARE

		M = ARE
B.	Behaviour of significant minority of this pupil premium group to be targeted to improve	Increased engagement from EWO and SENSS support. Pupil behaviour improves by the end of the academic year or pupils have been managed moved to another school.
C.	Attendance of significant minority to improve	Attendance rates improve above previous academic year for this subset Increased engagement of EWO
D.		

5. 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?
A	<p>READING: Whole class group comprehension instead of guided reading in KS2 – use of Bug Club Comprehension in KS2</p> <p>Targeted use of Teacher and TA in lessons.</p> <p>WRITING: Use of Wordsmith scheme of work for writing. This includes talk-for-writing approach.</p> <p>Pupil self-assessment using 'writing objectives lists' in KS2.</p> <p>Teacher feedback initiatives across the school.</p> <p>Targeted use of Teacher and TA across the school in lessons.</p> <p>MATHS: Blocking of Maths curriculum using White Rose Hub.</p>	<p>Current guidance from Local Authority</p> <p>Improved writing attainment of other schools (especially local schools) in writing attainment.</p>	<p>Staff CPD</p> <p>Monitoring and Evaluation of planning and pupil progress</p>	BBA / SN / SC	<p>End of each term</p> <p>Academic results T6</p>

	<p>Targetted use of Teacher and TA across the school in maths lessons.</p> <p>Improved additional practice of basic arithmetic skills in mental maths.</p>				
B	<p>Behaviour Policy and sanctions system are made clear to pupils and parents.</p> <p>Pupil personalised learning strategies applied across the school (learning logs / PPTs / KWL grids / Self and peer assessment techniques / teacher questioning) to increase individual engagement and self-motivation.</p>	<p>Effectiveness of personalised learning strategies in good schools.</p> <p>DfE guidance of effective behaviour management and policies.</p>	<p>Staff CPD</p> <p>Clarity for parents – communicate policies / data / learning events / behaviour incidents</p> <p>Monitoring and Evaluation of Behaviour Log.</p> <p>Celebration of Learning evening.</p>	BBA / SC / SN / RR	End of each term
C	<p>Attendance rates published.</p> <p>Trophies and rewards for attendance.</p>	<p>Good attendance rates of schools that apply these strategies</p>	<p>Attendance rates raised weekly on Headteacher Headlines.</p> <p>Daily / Weekly monitoring of attendance.</p>	BBA / RR / Carol Hall (FSW)	End of each term
D					
Total budgeted cost					£39528
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>A</p>	<p>READING: Targeted interventions for pupils (Boosting Reading @ Primary, Bath Spa 1:1, additional 1:1 from TAs, targeted comprehension reading groups). Requires use of TAs in afternoons. Requires use of SENCO for intervention.</p> <p>WRITING: Targeted interventions for pupils (Switch-On Writing). Requires use of TAs in afternoons. Requires use of SENCO for intervention.</p> <p>MATHS: Requires use of TAs for afternoon interventions. Requires use of SENCO for intervention.</p>	<p>Such specific programmes identified by EEF as effective.</p>	<p>Staff CPD</p> <p>Pupil Progress meetings each term</p> <p>Monitoring and Evaluation each term</p>	<p>RR / BBA</p> <p>All TAs</p>	<p>End of each term</p> <p>End of academic year</p>
<p>B</p>	<p>Family Support Worker & SENCO to work with specific pupils with regular poor behaviour choices – engaging with parents at an earlier date.</p> <p>Specific invitation to sessions with SENCO/FSW.</p> <p>Specific behaviour management systems as required based on advice from SENSS.</p>	<p>EEF research – impact of early engagement with parents</p>	<p>Termly Monitoring and Evaluation</p>	<p>RR / Carol Hall</p>	<p>End of each term</p>

C	FSW and SENCO to target specific pupils for attendance – working with the family to improve attendance. Earlier engagement of EWO to work with families and apply the financial sanctions.	Examples from DfE	Termly Monitoring and Evaluation	Carol Hall / BBA	Termly
D					
Total budgeted cost					£39528
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?
A B C	These costsings are used to apply the strategies identified in (i) and (ii) above SENCO role for delivering interventions £9233 Family Support Worker £6936 TAs for afternoon support work, to work alongside pupils in lessons, for ELSA £23371			BBA	January 2018
Total budgeted cost					£39528

6. Review of expenditure				
Previous Academic Year		2016/17 - £44580		
Aspect from 2016/17	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
Target A - Improve progress rates of pupils in Reading, Writing , Maths to ensure they are better than school progress rates of all pupils – to 'close the gap'		Success Criteria: Pupil Progress rates at Term 6 are better than all pupils to 'close the gap'		
Target B - Improve progress rates of more able pupils in this group		Success Criteria: Pupil progress of more able in above +3 in Term 6		
Target C - Increased confidence, self-esteem of pupils Reduce incidents of poor behaviour by key pupils in this group		Success Criteria: Pupils see themselves as learners as evidenced in pupil conferencing, and pupil survey feedback Less frequent use of ELSA Less frequent withdrawal from learning due to worries or behavioural issues		
Target D - Increase attendance rates of key pupils in this group		Success Criteria: Improved attendance rates for the majority of pupils this group		

<p>Quality teaching for all</p>	<p>Y6 reading comprehension as a whole class replacing guided reading</p> <p>Blocking approach for maths (White Rose Hub) introduced</p> <p>SENCO leading on closing the gap strategies</p> <p>Additional teachers to increase the number of classes in order to make smaller class sizes</p> <p>Reading Olympiad introduced across the school</p>	<p>Pupil Progress Rates across the school using in-house data demonstrated these actions were highly effective – although not sustainable for the long term they did bring the majority of pupils as a whole closer to ARE.</p> <p>Y6 Data shows closing the gap:</p> <table border="1" data-bbox="674 296 1211 427"> <tr> <td>Dis-advantaged</td> <td>Non dis-advantaged</td> <td>all</td> </tr> <tr> <td>Reading – 83%</td> <td>Reading – 79%</td> <td>R = 80%</td> </tr> <tr> <td>Writing – 83%</td> <td>Writing – 57%</td> <td>W = 65%</td> </tr> <tr> <td>Maths – 83%</td> <td>Maths – 71%</td> <td>M = 75%</td> </tr> </table> <p>Progress rates of more able in this group as follows:</p> <table border="1" data-bbox="674 512 1077 671"> <tr> <td>Dis High</td> <td>Dis but not high ability</td> <td>all</td> </tr> <tr> <td>R = +3 W = +3 M = +3.2</td> <td>R = +3 W = +5 M = +3.5</td> <td>R = +4 W = +4 M = +4</td> </tr> </table> <p>Whole school evaluation using end T6 2016/17 data:</p> <table border="1" data-bbox="674 756 1211 895"> <tr> <td>All pupils (YR to Y6) at ARE</td> <td>PP pupils (YR to Y6) at ARE</td> </tr> <tr> <td>R = at ARE W = -0.6 M = -0.5</td> <td>R = +0.1 W = -0.6 M = -0.5</td> </tr> </table>	Dis-advantaged	Non dis-advantaged	all	Reading – 83%	Reading – 79%	R = 80%	Writing – 83%	Writing – 57%	W = 65%	Maths – 83%	Maths – 71%	M = 75%	Dis High	Dis but not high ability	all	R = +3 W = +3 M = +3.2	R = +3 W = +5 M = +3.5	R = +4 W = +4 M = +4	All pupils (YR to Y6) at ARE	PP pupils (YR to Y6) at ARE	R = at ARE W = -0.6 M = -0.5	R = +0.1 W = -0.6 M = -0.5	<p>Reading Olympiad to continue</p> <p>KS2 to use the 'whole class reading' approach to comprehension – using Bug Club Comprehension resource alongside Wordsmith resource for writing</p> <p>Whole school to use 'blocking approach' for Maths successful</p> <p>Cannot fund additional teachers sustainably. Indeed budget restrictions mean we can now only fund 4 classes.</p> <p>AT Y6 = Need to identify High Ability Pupil Premium readers / writers / maths and apply strategies for improved rates of progress in comparison to all.</p>	<p>See previous plan</p>
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<p>Targeted support</p>	<p>Additional TA to support additional classes for small class sizes</p> <p>Targetted Interventions</p> <p>1:1 TA provision support</p>	<p>Intervention data showed pupils closing the gap very effectively.</p>	<p>Interventions to continue as effective– continue to be targeted through PPG / use of internal data</p> <p>Identify an additional intervention programme for writing</p>																							

<p>Other approaches</p>	<p>Family Support Worker to target specific support</p> <p>Homework club</p> <p>ELSA support</p>	<p>Effective support for some families / others did not engage</p> <p>Homework club effective</p> <p>Pupils felt more confident – engaged in end of year SATs effectively. Reduced withdrawal from learning due to emotional concerns. Pupil Survey demonstrated increased rates of confidence and self-motivation.</p> <p>Attendance rates for pupil premium children improved except for 2 significant families – these families did not engage with additional support offered by FSW.</p>	<p>Family Support worker to continue – target PPG pupils even more.</p> <p>Early involvement of FSW with PP poor attendance pupils.</p> <p>Use of EWO from local authority to impose sanction against persistent absentee families who refuse to engage with additional support provided.</p>	
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk