



St John's C of E Primary School

Together we grow stronger



Pupil Premium Strategy Statement 2019 - 2020

At St. John's CE Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

We believe every child irrespective of their starting points, family circumstances or barriers to learning, should leave school excited about learning, resilient to set-backs and determined to succeed. Through seeking the views of the children we are able to find ways of meeting their individual needs thereby developing their confidence, independence and self-belief. We recognise the importance of parents and wider family in supporting their child's learning and actively seek ways to engage with them ensuring that their views are heard and valued.

We encourage all children to have high aspirations, recognising that hard work, determination and perseverance reap rewards. Early identification of needs ensures we respond actively to identified groups, offering additional, targeted support, thereby ensuring accelerated progress. We offer a broad, balanced and exciting curriculum, with projects carefully designed to motivate learners and meet their identified needs. The wide range of projects ensures learners are engaged in learning which is purposeful and meaningful, whilst developing life-long skills and a love of learning.

We strive to ensure all children have equal opportunities in all aspects of school life by providing a wide range of emotional, social and academic support. Through financial support we are able to ensure they are able to access a range of curricular and extra-curricular opportunities, including residential trips, sporting clubs, events and visits.

Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Pupil premium strategy statement: St John's C of E Primary School 2019-2020

1. Summary information					
School	St John's CE Primary School				
Academic Year	2019 / 20	Total PP budget	£40, 020	Date of most recent PP Review	November 2019
Total number of pupils	118	Number of pupils eligible for PP	43 (FSM & service 36.4%)	Date for next internal review of this strategy	November 2020
Primary Disadvantage Learner Lead	Ms Donna McInnes	Pupil Premium Governor	Ms Karen Woolard		

	Pupils eligible for Year 6 PP in our school (July 2019)	Pupils NOT eligible for PP in our school (July 2019)	Pupils eligible for Year 6 PP in our school (July 2020)	Pupils NOT eligible for PP in our school (July 2020)
% achieving in reading, writing and maths	40%	78%		
% making progress in reading	40%	78%		
% making progress in writing	80%	78%		
% making progress in maths	60%	78%		

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.	A number of pupils (9/26 35%) eligible for PP also have significant SEND. This impacts on attainment across all areas.
B.	Levels of resilience lower in some pupils eligible for PP. This impacts on attainment and ability to 'perform well' in a test situation
C.	Gaps in learning in some pupils eligible for PP.
D.	Whilst Personal Development outcomes are 'good', a significant number of pupils lack the resilience to approach pressured situations, such as tests.
E.	Children's knowledge of vocabulary and early literacy skills.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Some pupils eligible for PP not able to access suitable resources and space to complete their home-learning
G.	Attendance rates for a small number of pupils eligible for PP reduces school hours and causes gaps in learning.
H.	Some pupils eligible for PP not able to fund trips and After School Clubs.
I.	Lack of parental support re homework and daily reading etc.

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J.	Some pupils eligible for PP are mobile and emotional needs are identified with changing schools and locations.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Pupils eligible for PP working well-below expected levels and with significant SEND make good progress and have improved attitudes to learning (incl. PSED outcomes)</p> <ul style="list-style-type: none"> In-school assessment data Personal Social Emotional Development Outcomes for Learners (PSED) Grid completed by teachers, governors and pupils 	<p>Children to make better than expected progress from their starting points (from September 2019), considering their needs, and show improved scores on the PSED grid.</p>
B.	<p>At the end of KS2, Year 6 pupils are resilient and well-prepared for end-of-key-stage assessments, and ready for transition to secondary school.</p> <ul style="list-style-type: none"> Teacher observations KS2 SATs results PSED Grid completed by teachers, governors and pupils 	<p>Pupils to approach SATs with confidence and understanding of test techniques. More pupils than last year complete SATs papers with focus and good use of time. PSED grid shows improved outcomes for most pupils</p>
C.	<p>Gaps in learning and misconceptions to be 'plugged' rapidly and to impact positively on progress and attainment for PP pupils especially for new PP entering school from other schools.</p> <ul style="list-style-type: none"> In-school assessment data KS1 & KS2 SATs results PSED Grid 	<p>Increased rates of progress Increased number of pupils with PP attaining the expected standard in reading, writing and mathematics Response to marking shows children are engaged with their learning. PP pupils to work through Maths Passports (Maths facts) and GPS activities at the same rate/success as non PP pupils</p>
D.	<p>EYFS children to adapt to the school environment and develop independent skills in the classroom.</p> <ul style="list-style-type: none"> Teacher observations EYFS Profile PSED Grid 	<p>Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p>
E.	<p>Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved</p>	<p>Staff CPD on language and literacy increase confidence in this area PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling PP children achieve in line with non-PP children.</p>
F.	<p>Improved attendance levels for pupils eligible for PP with attendance below 90%</p> <ul style="list-style-type: none"> Attendance/ Registers monitoring PSED Grid 	<p>Attendance analysis (Annual & Termly) shows that pupils attendance is 95% or above</p>
G.	<p>All children to feel included, excited and motivated about their learning/school life</p> <ul style="list-style-type: none"> All PP children able to attend trips and after school clubs 	<p>Pupils eligible for PP score highly or show improving scores on PSED grid</p>

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	<ul style="list-style-type: none"> PSED Grid 	
H.	<p>All children to have access to, appropriate resources, a space to complete their home-learning and regular prompts/support from staff</p> <ul style="list-style-type: none"> Home-Learning Records Assessment of Home-Learning Provide opportunities to complete Homework at school PSED Grid 	<p>All pupils receiving PP regularly complete home-learning tasks Pupils eligible for PP (without complex SEND) in KS1 & 2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p>
I.	<p>All PP pupils to have back up support at school for daily reading</p> <ul style="list-style-type: none"> heard read daily by teacher, TA or visitor (as identified by PP Gov September 2019) Support for spelling work weekly by TA / Visitor Reading ages to be in line with chronological age 	<p>All PP children to be age appropriate or higher for their reading age and spelling age</p>
J.	<p>All PP pupils that are identified to be struggling emotional will have ELSA and those who come into school as a new starter (Not EYFS) will have ELSA to help them settle in.</p>	<p>PSED grid shows improved emotional wellbeing for PP pupils with mobility</p>

4. Planned expenditure

Academic year

2019/2020

Evidence/Rationale

- EEF: Education Endowment Fund Toolkit (Sutton Trust), <https://educationendowmentfoundation.org.uk/>
- MAP:** Wiltshire Learning Trust MAP (Maximising Achievement Programme) Toolkit <http://www.wiltst.co.uk/index.php/our-services/closing-the-gap/closing-the-gap-useful-information/vulnerable-learners-strategy-for-wiltshire>
- Rochford Report: <https://www.gov.uk/government/publications/rochford-review-final-report>
- Toe-by-Toe: <http://www.toe-by-toe.co.uk/>
- AcceleRead AcceleWrite: <http://www.iansyst.co.uk/technology/iansyst's-product-innovations/accele-read-accelewrite>
- NFER: <https://www.nfer.ac.uk/publications/CPAB01>
- Sir John Dunford's 25 top strategies:** www.johndabell.co.uk

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?
	Regular small group work with class teacher focussed on overcoming identified gaps in learning.	Many pupils both SEN and Non-SEN need targeted QFT support to close the gaps. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school. (Lessons learnt from AFA programme)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)	HT & Assistant HT	Every half term (6 times a year) £4550
	Teachers & TA's ensure they have time to feedback for pupils eligible for PP (maths, writing & reading) * October * February * May	Many different evidence sources, e.g. EEF and MAP, suggest high quality feedback is an effective way to improve attainment, and it is an approach that we have embedded across the school. This now needs to be specifically tailored for PP pupils to support feedback and RTM's	Discussion at staff meetings Monitoring of books for pupils eligible for PP (maths, writing & reading). Pupil conferencing – PP pupils to be directly asked about their feedback and how it helps to move their learning forward	Curriculum Leader (DM) Lead Gov.(KW)	3 times a year (Nov/Feb/June)
	Ensure all for pupils eligible for PP receive regular awards and recognition for Building Learning Power and positive behaviour. Ensure pupils receive recognition for appropriate learning behaviours / progress by being Golden Moment of the week'.	To ensure all pupils have access to school's system of recognition and reward. Evidence from MAP suggest this is an approach to boost self-esteem.	Regular updates at Pupil Progress Meetings including monitoring of recognition lists. Use PSED grid to measure outcomes.	Headteacher (DM)	Termly at Staff Meetings Weekly monitoring £600
	All class teachers to ensure parents of pupils eligible for PP are contacted personally to arrange Parents' Evening appointments. Arrange a 'catch-up' if Parents' Evening cannot be attended. Arrange time for a 'Structured Conversation' if	To ensure lines of communication are kept open and encouraged between home and school. Evidence from MAP and EEF suggest parent involvement raises attainment and increases progress. Invite parents in to watch maths lessons.	All class teachers to contact parents of pupils eligible for PP personally or on the phone to arrange Parents' Evening appointments. Follow-up and target non-attendees with DM Record of Parents' Evening appointments given to SLT. Regular updates at Pupil Progress Meetings	Headteacher (DM)	September March

	Pupils eligible for PP working well-below expected levels and with significant SEND are identified and tracked using progress grids Support with Provision Map targets targets	Pupils eligible for PP working well-below expected levels and with significant SEND make progress academically and socially. Teachers are able to measure pupil outcomes. Evidence from Rochford Report suggest that pupils working below expected require careful assessment and tracking.	SEND team to work together with ELSA & teachers to ensure progress grids and provision maps used effectively. Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings	SENCO (AH & SLT)	3 times a year (Nov/Feb/June)
	Staff training on high quality feedback. All class teachers receive feedback following Subject Leader Monitoring of books and pupil interviews of pupils eligible for PP. CPD training and development	Many different evidence sources, e.g. EEF and MAP, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use Staff meetings/CPD sessions to deliver training. Peer support – moderation of marking Lessons from training embedded in Marking for Learning Policy.	Headteacher (DM)	Half Termly (6 times a year) – ongoing £1000
Total budgeted cost					£6150
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?
A B C E	CPD – based on language, literacy and writing CPD – based on word aware teaching Planning to meet needs of a language curriculum e.g. vocab focus during guided reading	EYFS results achieving GLOD last year were 55%	CPD in EYFS Adapting the curriculum to meet children’s interest Plan ‘in the moment’ and assess outcomes for individuals (learning journeys) Monitoring cycle to include <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring Focus on school development plan Woven into performance management targets for staff	EYFS Lead & Lit Lead (CWI)	Daily Monitoring termly

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<p>A B G</p>	<p>Ensure pupils eligible for PP are supported to settle if required at start of day. Staff do 'emotional drop-ins' to check emotional well-being. ELSA timetabled provision 'Booster' sessions for pupils eligible for PP Year 6 Maths (1</p>	<p>Through greeting pupils and 'emotional drop-ins' this promotes sense of self-worth and sense of identity and belonging. Evidence from school-own practice.</p>	<p>Class teachers to report to SLT at regular updates at Pupil Progress Meetings (weekly) on impact. Use PSED grid to measure outcomes.</p>	<p>Headteacher (KW)</p>	<p>Every term (3 times a year) (Regularly - fortnightly for ELSA provision) £3300</p>
<p>B C G</p>	<p>teacher) (<i>Pupil Premium funding used to purchase support materials</i>) 1-1 support with an experienced teacher for 'booster' sessions leading up to KS2 SATs to ensure year 6 pupils are resilient and well-prepared for end-of-key-stage assessments</p>	<p>Small groups of interventions, with highly qualified staff, have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests.</p>	<p>Year 6 teacher & Maths Subject Leader/ Curriculum Leader co-ordinate 'Booster' groups and ensure communication with parents is effective. Review impact of sessions on a weekly basis. Is the time of sessions working? Are the target pupils attending? Are the sessions having an impact in the classroom? Use PSED grid to measure outcomes.</p>	<p>Maths Leader (CWA) + Booster teacher (MN)</p>	<p>Every half term (6 times a year) ½ hr x 20 weeks - £2500 materials - £50</p>
<p>C E G I</p>	<p>Maths intervention programmes Phonics small group work</p>	<p>Some of the pupils need targeted support to catch up on the 'basics'. Small group interventions, with highly qualified staff, have been shown to be effective as discussed in reliable evidence sources such as the EEF Toolkit. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach mathematical activities.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Maths SL and class teachers co-ordinate and establish priorities for Maths interventions Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.</p>	<p>HT (DM) SENCO (SS)</p>	<p>Every half term (6 times a year) Intervention group TA time - £8200</p>

<p>C E G</p>		<p>Some of the pupils need targeted support to catch up on phonics/ decoding/ Small group interventions, have been shown to be effective in the past with outcomes where pupils make on average a year's progress in 6 months. Children benefit from short sharp & focused interventions and benefit from the kick start to their reading.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. KS1 Leader and class teachers co-ordinate and establish priorities interventions Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.</p>	<p>HT (DM) SENCO (SS) TA (LR)</p>	<p>Every half term (6 times a year) Intervention group TA time £2800</p>
<p>A B C E G</p>	<p>1-1 support with an experienced teacher focussing on rapid recall of number facts TA support groups for within class</p>	<p>Some of the pupils need targeted support to catch up. We want to combine this additional provision with confidence 'boosting' activities/ motivational encouragement to approach tests. This is a programme which has been evaluated by SLT, through Pupil Progress meetings, and shown to be effective in our school.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Year 6 teacher/English Subject Leader & Maths Subject Leader/Curriculum Leader co-ordinate and establish priorities. Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.</p>	<p>Maths leader (CWA)</p>	<p>Every half term (6 times a year) 1-to-1 TA and group time - £3070</p>

C E G	Speech & language sessions (TA implementing speech & language programme provided by a Speech Therapist)	Some of the pupils need targeted support to help with speech and language. Last year, Non-SEN PP pupils moved rapidly through their speech and language targets, some being discharged by the S & L team showing this is an effective provision. Pupils with SEN continue to make good progress	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. SENCo and class teachers co-ordinate and establish priorities for S & L Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly) Monitoring and evaluation by governors and SLT through discussion with pupils.	SENCO	Every half term (6 times a year) intervention 1-to-1 TA time - £1950
A B C E G	Pupils eligible for PP are prioritised for extra 'attention' by volunteer visitors who work with readers/maths. Visitor who work with pupils on maths is a retired headteacher and highly experienced and qualified.	1 to 1 work, with highly motivational people have been shown to be effective from school evidence show higher levels of self-esteem and confidence.	Class teachers to liaise with volunteers to ensure best use of time. AH to maintain overall view of use of visitors.	Class teachers	Every half term (6 times a year)
B D F G	Social Skills Groups- children are identified by parent, teacher, ELSA for some sessions (usually 6 weeks) for individual or group (4) slot of 30 mins with an experienced TA delivering social skills and emotional support	We have found this type of intervention to be highly valuable especially with our PP pupils who often enjoy the 1:1 time and the relationships created within it. Children have gained in confidence and resilience and have also been supported with their social skills leading to improved friendship groups	The experienced TA liaises with the class teacher and ELSA and gives feedback weekly to the H/T	TA'S - MT & JL	Termly (6 weeks) £1000
Total budgeted cost					£23320

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 D	Better pupil/ adult ratios in classrooms with particular focus in Ash to improve emotional development	Due to high numbers of pupils requiring support to develop self-care skills such as toileting and dressing/undressing, as well as encouragement to persevere and be resilient. Better pupil/staff ratios allow the	SLT prioritise staffing levels in EYFS Teacher and TAs Pupil Progress Meeting following assessment and tracking. Regular updates at Pupil Progress Meetings (weekly)	SLT (DM & CWA, CWI)	Every half term (6 times a year) TA time - £6000
A E G	Funding for trips, music lessons, swimming, breakfast club and after school clubs, so all children are able to access unique learning opportunities which will broaden their horizons. Pupils eligible for Pupil Premium have access to, and are encouraged and supported to take part in a range of extra-curricular activities (e.g. music,	This approach supports the school's ethos and values of inclusion and equality. Previous pupils who have received this funding for trips etc have reported high levels of belonging and a sense of relief that they do not have to ask their parents for money.	Disadvantaged Learner Leader to monitor trips, clubs etc and ensure all children are able to take part. Use PSED grid to measure outcomes.	Headteacher (DM)	Every half term (6 times a year) funding to include trips, music lessons, activities and clubs £2280
I F	Providing opportunities for children unable to complete home-learning at home with a space in school and have access to lunch time support with ELSA and Home-Learning support.	This approach supports the school's ethos and values of inclusion and equality.	Termly Topic monitoring and evaluation session focus on work produced by pupils eligible for PP. Are they able to complete the Termly Topics to the expected standard?	Headteacher (DM)	Every half term (6 times a year) £710

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B C D E F G	Governor involvement in monitoring and evaluating the outcomes for pupils eligible for Pupil Premium. Including, Pupil Progress discussions with teachers, book scrutinies and interviews with pupils.	Ensure the Governors monitor and evaluate the impact of Pupil Premium spending	Curriculum & Standards Committee and designated governor for PP use the SIAP weekly task sheets and feedback from Pupil Progress discussions to report back to FGB. Pupil Premium Governor Team: Karen Woolard	Headteacher (DM)	Curriculum & Standards Meeting (5 times a year)
A B E G	Pupils eligible for PP are discussed at weekly staff meetings. Pupil progress updates!	This approach supports the school's ethos and values of inclusion and equality. This approach highlights the school's commitment to vulnerable learners and demonstrates to all staff the importance with which the SLT view this group of pupils.	On the agenda at weekly Staff Meetings. Minutes taken of discussions and emailed	Headteacher (DM)	Weekly
G	Parents of pupils eligible for PP, with low attendance receive weekly texts to recognise good attendance. Letters / meetings and follow-up phone calls as necessary.	This approach has worked with pupils with low attendance in the past. Attainment for pupils cannot improve if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	SLT monitor attendance registers on a weekly basis. Parents immediately contacted if attendance falls below 92%.	Headteacher (DM) Admin (AI)	Weekly
ALL	Regular and planned monitoring Resources to support all maths and English targeted support.				£2000
Total budgeted cost				£13710	
				£35340	

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