

Pupil Premium strategy statement St John's CoE Primary Warminster

1. Summary information					
School	St John's CoE Primary, Warminster				
Academic Year	2018/19	Total PP budget	£39,840	Date of most recent PP Review	April 2018
Total number of pupils	110 (04/18)	Number of pupils eligible for PP	27 PP (£35,640)	Date for next internal review of this strategy	Sept 2018
	120 (09/18)		13 Service (4,200)		

2. Current attainment			
	All pupils	<i>Pupils eligible for PP (your school)</i>	<i>Service children</i>
% making progress in reading	Data not available until July 10th	Data not available until July 10th	Data not available until July 10th
% making progress in writing	Data not available until July 10th	Data not available until July 10th	Data not available until July 10th
% making progress in maths	Data not available until July 10th	Data not available until July 10th	Data not available until July 10th

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 pupil premium children
B.	A small, but significant number (9 pupils) demonstrate poor learning behaviours (3 with defined condition), 5 of these pupils are / will be regular users of the school Nurture Base
C.	11 pupils are on school support as significantly behind (3 on SEN register)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates of 10 pupils appearing on Persistent Absence register

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Progress rates of these pupils improve and are above peers so that the gap is diminished	Targets can only be set once data has been received at the end of the

	- measured using SPTO (school assessment system)	academic year
B.	Learning Behaviour of significant minority of this pupil premium group to be targeted to improve - measured using school systems for rewards and sanctions	<ul style="list-style-type: none"> Reduced internal exclusions for those in Nurture Base Increased number of these pupils attain school rewards for their learning such as Reading Olympiad / Merits Behaviour Logs for these pupils have reduced incidents
C.	Attendance of significant minority to improve - measured using daily / termly attendance record	<ul style="list-style-type: none"> With removal from the data group report of 1 child receiving EWO support (nearly every year on PA register) the attendance of these pupils will improve and be between 90%-95%
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	Additional Classes 15 of these pupils will be in Y5 and Y6 and so for the mornings the Y5 and Y6 pupils will be split into two separate class bases Y3/4 class split for mornings from T3 onwards.	More individual Teacher and TA time to support learning & behaviour management Y5s to be taught by Headteacher and SENCO so as to support significant behaviour / SEN issues amongst these pupils EEF = +3months impact	Termly monitoring of pupil progress	BBA & RR	Termly reviews Final review based on data received at Term 6 - 2019

	<p>Teaching Assistants in every class</p> <ul style="list-style-type: none"> - Every class to have a teaching assistant all morning - EYFS class to have a teaching assistant all afternoon - EYFS to be key focus for additional reading Army support / additional TA support - UKS2 class (large numbers) to have a Teaching assistant all afternoon - Teaching Assistants to do targeted reading aloud & explicitly extending pupil vocabulary at LKS2 & UKS2 - Explore oral language interventions programmes (EEF) and Talk Homework 	<p>More individual Teacher and TA time to support learning & behaviour management</p> <p>EEF (Early Years Toolkit) = +6months progress from a focus on 'Communication and Language' approaches</p> <p>EEF = +5months impact for 'Oral Language Interventions'</p>			
	<p>Precise Formative Assessment & Feedback</p> <ul style="list-style-type: none"> - Using such assessment to then target planning for pre-learning / focus groups in lessons / targeted interventions - Using this for feedback to pupils through identified time with pupils in class (a time to be identified) – use peer to peer mentors? 	<p>2017 winner of National Primary Pupil Premium Grant Award</p> <p>EEF = +8months impact</p>	<p>Termly review of planning for and marking of Pupil Premium Pupils</p>	<p>RR</p> <p>BBA & SLT</p>	<p>Termly reviews</p>
	<p>Developing a Broad Curriculum</p> <ul style="list-style-type: none"> - ensuring a RELEVANT designed curriculum - Arts in the curriculum (music and drama) - PSHE Jigsaw - Metacognition and self-regulation built in to the way we teach (Learning Powers, self assessment, learning reviews) 	<p>2017 winner of National Primary Pupil Premium Grant Award</p> <p>Chris Quigley Consultancy</p> <p>Ofsted curriculum focus</p> <p>ASCL 101 curriculum points</p> <p>EEF = +2 (ARTS) but increased at younger years and for disadvantaged pupils</p> <p>EEF = +4 (Social/Emotional Learning)</p> <p>EEF = +7 (Metacognition and self-regulation)</p>	<p>INSET T1 2018/19</p> <p>3x per year pupil conferencing</p>	<p>BBA</p> <p>Lead governor to do pupil conferencing with PP pupils</p>	
B	<p>Nurture Base</p> <p>Nurture Base to meet the needs of significant number of pupils</p>	<p>Evidence from schools who use this approach that it impacts positively. Impact in-house when we used this approach</p>	<p>Termly review of Nurture Base registers and behaviour logs</p>	<p>RR</p> <p>KH & MA</p>	<p>Termly reviews</p> <p>End of Term 6 2019 for final review</p>

	Rewards and Sanctions (focus on learning powers and values) A very wide ranging reward & sanction system to be consistently used by all staff	Successful schools have consistency in behaviour management EEF = +3months impact	Termly review of staff application of the system and CPD as required Staff appraisals to clearly indicate need to apply system consistently	BBA	
C	School Attendance Meetings and Attendance certificates - Termly meetings with Headteacher if attendance is below 90% (PA) - Notification letter if below 95% - Termly certificate if above 97% - Award if 99% / 100%	Awarding good attendance is regular practice in good schools. DfE advise school attendance meetings below 90% - and school has had recent success in last 3 years with this approach. Early intervention on low attendance at below 95% might support those who could potentially drop into PA register	Termly review of attendance.	BBA and AI	Termly reviews
Total budgeted cost					
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	Primary Pupil Mentors Use of Wiltshire Authority Primary Pupil Mentors for targeted pupils per term (2 pupils per term)	LA model 2017 winner of National Primary Pupil Premium Grant Award			
	Targeted interventions Target intervention groups – specifically focusing on READING COMPREHENSION STRATEGIES and PHONICS to close the vocabulary gap Boosting Reading @ Primary Phonics streaming Phonics catch-up groups in LKS2 1:1 Reading Army	2017 winner of National Primary Pupil Premium Grant Award EEF = +6months impact for READING COMPREHENSION STRATEGIES EEF = +4months impact for PHONICS	Termly review of impact of interventions – all TAs running interventions must use GPP to report data progress of pupils in groups	RR & BBA	Termly Key data points in Acorn (Nov / March / June)

B	<p>Learning Partners</p> <p>Use of Governors for 'learning partners' with some of older pupils in this group (4 pupils per term)</p> <p>Explore through Acorn the use of 'learning partner' (peer tutoring) pupils from Y8/Y9 to be mentors to older children – BBA to explore this as an initiative across the Trust.</p> <p>Use of Older pupils (Y5/Y6) to be learning partners to younger children KS1 / Y3 focusing on Metacognition and Self-regulation</p> <p>Lego social groups run by a TA in afternoons 1x per week</p>	<p>EEF = +5months impact (peer tutoring) EEF = +4months impact (social/emotional learning groups)</p>	<p>Termly review of these pupils between Deputy Headteacher / Headteacher and Lead Governor regarding these pupil's learning behaviours</p>	<p>Deputy Headteacher and Lead governor</p>	<p>Termly review</p>
	<p>Targetted rewards for this group</p> <p>Each week class teacher to provide an 'attitude to learning' (A2L) score for these pupils and to nominate one for the A2L award issued by Headteacher for this group only</p>		<p>Weekly PDM – teachers nominate A2L award pupil.</p>	<p>BBA and class teachers</p>	<p>Termly</p>
C	<p>PPG Attendance Review Meetings</p> <p>Headteacher and SLT to review weekly attendance and require fortnightly School Attendance Meeting if attendance drops below 95% for this group of pupils</p>		<p>AI to produce weekly reports of PP attendance for all individual pupils</p> <p>SLT & Headteacher to complete fortnightly review and any meetings – and fortnightly SLT meetings will have PPG attendance on agenda</p>	<p>AI & BBA & SC/SN</p>	<p>Termly reviews</p> <p>End of Term 6 2019 for final review</p>
Total budgeted cost					
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	<p>These costings are used to apply the strategies identified in (i) and (ii) above</p> <p>SENCO 0.2 to lead monitoring of effectiveness of strategies: £150 pw x 38 weeks = £5,700</p> <p>Y5 / Y6 classes split for morning 0.3 (+0.1 PPA) Headteacher (no cost as built into overall budget) and 0.2 (+0.1 PPA) SENCO @£7,800 = £7,800</p> <p>Y3/4 class split from T3 onwards = £10,000</p> <p>TAs for afternoon interventions targeting these pupils: £450 pw x38 weeks = £17,100</p> <p>Nurture Base: £375 pw x38 weeks = £14,250</p> <p>TAs for additional class: £150 pw x38 weeks = £11,000</p> <p>TOTAL: £65,800</p>	BBA	Term 6 2018
Total budgeted cost			£39828

6. Review of expenditure			
Current Academic Year		2018/19 - £39850	
Aspect from 2018/19	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)
	<p>Progress rates of these pupils improve and are above peers so that the gap is diminished - measured using SPTO (school assessment system)</p> <p>Strategies applied:</p> <ul style="list-style-type: none"> • Additional class • Teaching Assistant in every class every morning • Precise Formative Assessment and Feedback • Developing a broad curriculum • Peer Mentor scheme from LA • Targetted interventions 		<p>Key Question.....has the focus on finding more able / greater depth children by teaching to the top actually increased the gap as these vulnerable children struggle even more...? What is the solution?</p> <p>Pupil Premium Children have not made as much progress as expected – especially in current Y3 and Y4. Interventions disappeared during T3 and part of T4 due to budget decisions. This had an impact on slowing possible progress. Curriculum not so broad for Pupil Premium – in interventions in the afternoon. LA Pupil Mentor very successful. Precise formative feedback – needs to be strategically applied to PPG children as a priority....</p> <p>Consider:</p> <ul style="list-style-type: none"> • Is there any budget for additional TA? • Is there any budget to split Y3 and Y4 in the mornings next year? • Is TA in every class necessary next year – could Y5 and Y4 next year be target and have 2x TA, with bother classes not having a TA? • Interventions to be targeted towards Pupil Premium CUSP pupils for maximum progress • Consider pre-teaching approach for Pupil Premium....employ a teacher or use TAs? • Consider Teachers delivering Pupil Premium follow-up teaching in afternoon with TAs holding rest of the class, or during worship (Teachers not in worship, will require re-design of TA lunchtimes) • How will teachers apply formative feedback to PPG pupils as a priority...identification in books as used in many schools...specific time set in each lesson?

<p>Learning Behaviour of significant minority of this pupil premium group to be targeted to improve - measured using school systems for rewards and sanctions</p> <p>Strategies applied:</p> <ul style="list-style-type: none"> Nurture Base Use of Link2 and Play Therapy Rewards and Sanctions consistently applied across school and being on appraisals Learning partners – (peer mentors / governor mentors) Targeted interventions on behaviour and metacognition and social/emotional 		<p>School Sanction system changed T4-T6....until then behaviour was significantly improving, but since then there has been a small but significant downturn.</p> <p>Link 2 very successful. Play therapy very successful.</p> <p>Peer Mentors = this worked well when it was applied but busy teachers did not consistently apply the strategy – need to timetable specific times each term for this to be a fully successful strategy – leadership to decide if this is a strategy to continue with</p> <p>Nurture Base very successful.</p> <p>Interventions on metacognition not successful as there was no budget to deliver these.</p>		
<p>Attendance of significant minority to improve - measured using daily / termly attendance record</p> <p>Strategies applied:</p> <ul style="list-style-type: none"> School Attendance Meetings Pupil Premium pupils specific and regular School Attendance review meetings 		<p>Attendance of key PPG pupils improved marginally as a result of SAMs, certificates, SAM meetings with Executive...but not significantly enough.</p> <p>Consider targeting SAM meetings for key PPG pupils each half term, 2x half termly? Time will need to be protected for the HT to deliver these, or EXEC HT could deliver these? Or could there be a TA assigned to this role? Or could the SENCO be assigned to this role?</p> <p>Consider moving quicker towards EWO and financial penalty?</p> <p>Consider how could provide financial incentive for PPG parents to</p>		
Target D -				
Previous Academic Year		2017/18 - £39250		
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 - 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		<p>Success Criteria: Term 4 data (April): if remove the FSM / SEN pupils then Reading = better than peers Writing = better than peers Maths = better than peers</p> <p>Cannot continue to fund FSW so cannot use this resource SENCO will be class teaching next year due to funding so cannot use this resource</p>		

Target B - Behaviour of significant minority of this pupil premium group to be targeted to improve		Success Criteria: Increased engagement from EWO and SENSS support. = <ul style="list-style-type: none"> • Pupil behaviour improves by the end of the academic year or pupils have been managed moved to another school. = <ul style="list-style-type: none"> • Behaviour strategies have worked. Continue with these. Nurture base very successful – continue with this		
Target C - Attendance of significant minority to improve		Success Criteria: Attendance rates improve above previous academic year for this subset = <ul style="list-style-type: none"> • Increased engagement of EWO = <ul style="list-style-type: none"> • Cannot continue to fund FSW. Persistent Absentee pupils – the only thing that will work with these parents who have low aspirations and do not value education ...is a fine from EWO.		
Quality teaching for all	To be completed at end of the year once final data is in			See previous plan
Targeted support	To be completed at end of the year once final data is in			
Other approaches	None identified this academic year			

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