

1. Summary information					
School	St. John's Church of England Primary School Gosport				
Academic Year	2018/2019	Total PP budget	£132,800	Date of most Recent PP Review	September 2018
Total number of pupils	367	Number of pupils eligible for PP	95 FSM/ FSM6 £1320 per pupil) Total £125,400 13 Service (£300 per pupil) Total £3,900 2 LAC (£ 1400 per pupil) Total £2800	Date for next internal review of this strategy	March 2019

2. Current attainment and progress 2017/2018					
	Pupils eligible for PP at St. John's	Pupils not eligible for PP (national average)	All pupils	National Pupil Premium	National All
% YR Good Level of Development	93%	83%		55%	69%
% Y1 National Phonics Screening Test	69%	78%	76%	84%	81%
End of KS1 Children reaching the expected level or beyond 2017					
% achieving in reading, writing and maths	64%	47%	51%		
% making progress in reading	85%	67%	71%	79%	76%
% making progress in writing	54%	52%	53%	72%	68%
% making progress in maths	77%	70%	71%	79%	75%
End of KS2 Children reaching the expected level or beyond 2017					
% achieving in reading, writing and maths	33%	62%	49%		61%
% making progress in reading	50%	72%	62%	77%	71%
% making progress in writing	54%	72%	64%	81%	76%
	50%	69%	64%	80%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Speech, Language and Communication (S,L & C) skills in EYFS are generally lower for Pupil Premium children. This is identified through oral language assessment and baseline data during the EYFS stage. Therefore S,L & C support continues throughout KSI and into KS2.	
B.	Pupils eligible for PP are not attaining age related expectations in RWM across the school. End of Key Stage 2 outcomes also indicate that not enough pupils eligible for Pupil Premium are attaining age related expectations.	
C.	Personal, Social, Emotional and Health behaviour skills in EYFS are generally lower for Pupil Premium pupils. This is driven through entry data during the EYFS. Therefore PSEH support continues throughout KSI and KS2, facilitated through a dedicated Inclusion and ELSA team.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	St John's aims to support families who struggle to provide breakfast for their children in addition to supporting our working families	
E.	St John's Primary School has a high deprivation factor and as such there can be a lack of high aspirations and expectations with parents sometimes struggling to value education and ensure that children attend school. We continue to work hard to narrow gaps in attendance, using our HSLW to bring in line with the national average of 96.1%	
F.	Due to the deprivation factor, we aim to provide an enriched curriculum within in school in addition to a range of subsidised opportunities to enhance children's life experiences.	
G.	Parents of all PP children are given the opportunity to access support networks through the HSLW and outside agencies. All parents will have access to key information at all times in a way which is accessible to them	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve Speech, Language and Communication skills for pupils eligible for PP in EYFS and continue support through KSI. Data will be drawn from baseline entry data during EYFS. This will continue to be monitored throughout the year.	Children identified with S,L& C difficulties during EYFS will then have the opportunity for personalised provisions in order to narrow the gap between Pupil Premium and non Pupil Premium children.
B.	To raise levels of resilience and aspirations throughout the school for all pupils. This will be measured through the school council and pupil attitude surveys.	Surveys will indicate that pupils levels of aspirations and resilience will have improved by the end of KS2. This will also be evidenced through our broad and balanced curriculum.
C.	P,S,E&B barriers will not continue to impact on learning, affecting children's attainment. During the EYFS stage, all children will be assessed using the foundation stage profile to achieve a baseline for P,S &E. Our behaviour policy is used to implement procedures.	Pupil Premium children are all able to access the Behaviour Support and ELSA team, therefore diminishing P,S,E&B barriers, so as not to inhibit attainment.

D.	St John's aims to support families who struggle to provide breakfast for their children in addition to supporting our working families.	We will provide all the children with the opportunity to access breakfast club, free of charge. This will also lead to improved attendance.
E.	<p>All Pupil Premium children will have the opportunity to access subsidised (or free where needed) school trips.</p> <p>All children, who require it, will have access to subsidised after school club . A record will be kept of all children who attend these opportunities.</p> <p>All children will have access to an enriched curriculum and extra-curriculum activities such as sport, choir, Rock Challenge, cookery.</p>	<p>All Pupil Premium children will have the opportunity to access enhanced life opportunities both inside and outside of school and be able to draw upon these skills within their learning.</p> <p>Children will leave St John's as successful learners, confident individuals and responsible citizens, who have the resilience to embrace life at secondary school and beyond.</p>
F.	<p>Parents of all Pupil Premium children are given the opportunity to access support networks through the HSLW and outside agencies.</p> <p>All parents will have access to key information at all times, in a way which is accessible to them.</p>	<p>St John's will endeavour to have an open door policy as a route for communication. Members of all year teams are on the playground pre & post school, in addition to the HT & DHT.</p> <p>Parents who struggle to read are supported and the website is updated regularly.</p>
G.	Parents sometime struggle to value education and ensure that children attend school. We continue to narrow gaps in attendance, using a HSLW to bring in line with the national average of 96.1%.	<p>HSLW will continue to monitor whole school attendance, including that of vulnerable groups. Suitable provisions will be put in place to support attendance of those students whose attendance falls below that of national average in line with St John's 's attendance policy and attendance flowchart.</p> <p>Attendance will be tracked weekly and compared with the previous year.</p> <p>Reduce the number of PP who are Persistent absentees to below 10%.</p> <p>Overall PP attendance improves to 96%</p>

5. Planned expenditure

Academic year

2018 – 2019

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?
Speech, Language and communication skills in EYFS are generally lower for Pupil Premium children than non Pupil Premium children. This is identified through oral language assessment and baseline data during the EYFS stage. Therefore S,L&C support continues throughout KSI and into KS2.	All children will be taught within smaller groups. This will look different throughout the school in response to the various needs of individual children or the needs of a year group. Children who have been identified to have a delay in an element of Speech Language and Communication will have access to a range of additional support.	Research shows that up to 50% of children from socially deprived areas start school with language skills below age expectations. If children continue to have language difficulties over the age of five, research shows that this will have a significant impact on their ongoing access to the curriculum.	Through regular pupil progress meetings, children who are struggling will be identified at regular intervals in line with our assessment policy. Through constant assessment – teachers can request a referral to one of the following in house provisions: NHS Speech Therapist Speech and Language LSA	Inclusion Lead Inclusion LSA (SR) Year group leader	March 2019
To raise levels of resilience and aspirations throughout the school for all pupils. This will be measured through school council and pupil attitude surveys.	All children will have lessons where life skills are explicitly taught and developed. (Jigsaw, PSHE, PE, P4C, etc)	Through research, staff training, and CPD, evidence has illustrated that; "If children's emotional needs are met then they can focus on academic needs" – John Hattie's research.	The school will invest in CPD with regard to attachment training (EP) – which will support techniques to raise staff awareness and good practice within the school. The school council will do a questionnaire on how children feel.	HSLW ELSA	March 2019

<p>P,S,E&B barriers will not continue to impact on learning, affecting children's attainment.</p> <p>During the EYFS stage, all children will be assessed using the Foundation Stage Profile to achieve a baseline for P,S&E.</p>	<p>Children to be taught in smaller groups.</p> <p>LSAs will be deployed to best suit and respond to the needs to our vulnerable children.</p> <p>Pupil Progress Meetings Target children to be identified on Venn diagrams and action plans written for these children to identify barriers and next steps</p>	<p>Through research and data trends, the rationale of this is to provide these children with smaller teaching groups, through the use of teachers, HLTAs and LSAs.</p> <p>Research conducted by the EEF, suggests that smaller teaching groups, with high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school with out Pupil Premium children as appropriate.</p>	<p>In line with the school's assessment policy, children's progress and attainment will be monitored through four data drops across the academic year.</p> <p>Year group leaders and teaching teams are given the opportunities to analyse key data, including that of our vulnerable groups, before Pupil Progress meetings take place.</p> <p>With the presence of the Inclusion Lead, core subject leads (if possible) areas of difficulties will be able to be identified and provisions disseminated quickly.</p> <p>This information will be recorded on the Venn diagrams.</p>	<p>CW/LS</p> <p>Inclusion Lead</p> <p>Key stage leaders</p> <p>T&L lead</p> <p>English and Maths Lead</p> <p>All staff</p>	<p>Each data drop</p>
	<p>Identified adults to act in role of learning mentors to support the learning of identified pupils.</p>				<p>End of milestone</p>
<p>Total budgeted</p>					<p>£10,000</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Increase the number of PP children at secure from close to</p> <p>Increase number of HA PP pupils to GD</p>	<p>Early morning and after school Booster groups for Y4/5/6 to target specific barriers (siblings offered breakfast in Cheeky Monkeys)</p> <p>Booster groups. Use of flexible teaching and cut away groups in class</p>	<p>Results for 2018 showed an increase from 49% in RWM to 71% with additional support</p> <p>Data indicates a gap between HA PP and non HA PP</p>	<p>Planning Lesson Observation Data</p> <p>Analysis at each data drop will indicate that HA PP pupils will be working at greater depth RWM</p>	<p>CW GH PD JD LS</p>	<p>July 2019</p> <p>£500 for breakfasts</p>												
<p>Speech, Language and Communication skills in EYFS are generally lower for PP children than Non PP children.</p> <p>This is driven through oral language assessment and baseline data during the EYFS stage.</p> <p>Therefore S,L&C support continues throughout KSI and into LKS2.</p>	<p>There are three levels of Speech & Language support in the school overseen by the Inclusion LSA who has a specialism in Speech and Language</p> <p>-Universal level (strategies for whole school)</p> <p>- Targeted caseload jointly managed by SALT. and Speech & Language LSA</p> <p>Specialist caseload of complex children who need regular therapy with S.L.T</p>	<p>Research shows that up to 50% of children from socially deprived areas start school with language skills below age expectations.</p> <p>If children continue to have language difficulties over the age of five, research shows that this will have a significant impact on their ongoing access to the curriculum.</p> <p>As a school we realise that limited intervention will not be enough to overcome learning barriers, therefore a sustained approach has been embedded across the key stages.</p> <p>This will help develop vocabulary, which in turn, should open the doors for accessibility into the wider curriculum.</p>	<p>Through regular PPA meetings, SEN support and Pupil Progress meetings, staff supporting Speech, Language and Communication difficulties can be targeted for provisions and interventions.</p> <p>Children can be referred to the NHS SALT through the instruction of the parents and year teams can liaise with the Inclusion Lead for further provisions.</p>	<p>Inclusion Lead Inclusion LSA SALT Year Group Leaders</p>	<p>March 2019</p>												
<p>Nursery Narrative in Year R</p>	<p>Trained LSA to delivery 3 hours of nursery narrative each week.</p>	<table border="1"> <tr> <td>% achieving GLD</td> <td>2014</td> <td>2015</td> <td>2016</td> <td>2017</td> <td>2018</td> </tr> <tr> <td></td> <td>63%</td> <td>78%</td> <td>85%</td> <td>83%</td> <td>81%</td> </tr> </table> <p>Increased and sustained GLD</p>	% achieving GLD	2014	2015	2016	2017	2018		63%	78%	85%	83%	81%	<p>High quality CPD Planning with EY teachers</p>	<p>SR</p>	<p>£5000</p>
% achieving GLD	2014	2015	2016	2017	2018												
	63%	78%	85%	83%	81%												

Speech and Language	S&L specialist to provide sessions for target children .5 day a week	Target children are able to articulate their needs in a better way to staff.	Data from S&L – sight vocabulary/ word count	JR	£7,500
Total budgeted cost: £19,000					

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?
Improved attitudes to learning	<p>Enrichment opportunities for all year groups to support and encourage positive attitudes towards learning e.g. Choir, Rock Challenge, Sporting Events, Cinema or Theatre visits</p> <p>Year group teams and subject leaders will generate possible locations to visit and school visitors for the different curriculum areas and for enquiries.</p> <p>Children to be an integral part of the planning process in enquiries</p> <p>Introduce 'hook' days for new projects sharing the outcomes with parents.</p> <p>Resources purchased to support children in their learning</p> <p>ELSA support for targeted pupils where these areas have been identified as a barrier to learning (SEMH)</p>	<p>Learning walks and observations indicate that learning in the afternoon does not engage children in the same way as morning sessions.</p> <p>Pupil surveys generated by the schools council (Sept 2017) disclose that children feel that they do not do enough creative activities such as art and music. They also would like more time for P.E.</p>	<p>Planning Observation</p> <p>Pupil surveys at the start and end of the year</p> <p>Pupil surveys at the end of each topic to identify next steps in planning.</p>	<p>HSLW Learning Mentors ELSA</p> <p>CW (DHT)</p> <p>SENCO</p>	<p>£2900</p> <p>Coach for Christmas Tree Festival (£245)</p> <p>Rock Challenge (£300)</p> <p>£5,000</p>

	<p>Extended pastoral hours – one to one sessions with those identified as needing additional emotional support. Developing whole school curriculum to support emotional and well being and mental health to support in building resilience and self-control</p>	<p>Outside factors impact on our pupils greatly which then impacts their learning.</p> <p>Emotional resilience is an area that we have identified as a key factor that impacts on pupil learning and success.</p>			
Improved and sustained behaviour for learning	<p>Behaviour Support Lead to support children to show good learning behaviours.</p> <p>School values to be integrated via assemblies and JIGSAW</p>	<p>Behaviour Support Lead has worked alongside the target children and have been a major part of their successful re-integration into class. They will continue to support.</p> <p>Whole school ethos is encouraging children to take a pride in themselves, their learning and their school</p>	<p>Planning Review meetings</p> <p>SLT meetings</p>	<p>LS DR CW (DHT)</p>	Half termly
Improved attendance In line with national	<p>Full time HSLW to provide support to children and their families in a range of areas including attendance, friendships, signposting to other agencies and emotional support.</p> <p>Introduction of attendance cycle</p> <p>Introduction of traffic light system for letters to parents</p> <p>Increased information to parents by letter and website – attendance week, Raise profile in school with awards.</p> <p>Parental meetings.</p>	<p>Children need increased attendance to improve outcomes in learning</p>	<p>Regular review of attendance data by HT/DHT, HSLW</p>	<p>JC (HSLW) KN (Admin) LS</p>	<p>Weekly</p> <p>Weekly on Newsletter</p> <p>Termly Campaign</p>

	Senior staff and HSLW to collect children and bring them to school				
ELSA provision	2 members of staff trained and delivering ELSA sessions to children in need		Ensure target PP children receive correct support.	HSLW KE LB	
Therapeutic Story writing	Trained support for children who have emotional need				
Improve outcomes for service pupil premium	<p>ELSA sessions for parents and pupils with sharing book scheme during times of deployment</p> <p>Books for sharing (parent deployed and child to read book and to share thoughts with each other on return)</p> <p>Monthly service pupils meeting with ELSA. Production of newsletter to send to deployed parent.</p>	Service Pupil Premium, examples of best practice published by MOD identifies schools that have dedicated members of staff to support pupils and parents during times of deployment and specific strategies for managing feelings and emotions.	Data at the end of each milestone will continue to indicate success of SCE pupils	ELSA Pupil Premium Champion	<p>End of each milestone</p> <p>£2400</p>
Total budgeted cost					<p>£25,000 (Behaviour Support)</p> <p>£25,000 (FT HSLW)</p> <p>£1000 (CPD)</p> <p>£10,000 (ELSA)</p> <p>£12,600 (TSW)</p> <p>£10,000</p> <p>£19,000</p> <p>£5000 (Curr support)</p> <p>£2400 Service</p> <p>£135,000</p>