**St John’s Primary School**

**PUPIL PREMIUM: 2017/18 ACTION AND SPENDING PLAN**

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that many pupils entitled to FSM (and indeed those who are not) also face often multiple vulnerabilities which are a barrier to good achievement. St John’s therefore deploys pupil premium to plan and promote effective intervention and additional support in order to eradicate these barriers over time and accelerate pupil progress, closing the attainment gap between FSM and non-FSM.

**Eligibility for Pupil Premium**

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six year period (known as the “ever 6”) qualifies for pupil premium funding.

**Children Looked After (CLA) and the Pupil Premium**

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as pupil premium plus.

**Children of Service Families**

These children receive an increased premium.

**How is St John’s accountable for the pupil premium?**

Robust tracking of pupil achievement is in place to immediately identify pupils who are under achieving, target effective intervention and support to accelerate progress towards age related expectations, rigorously monitored over time. Obviously, good teaching narrows gaps between those learners who are vulnerable and those that are not. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families.

*The following plan (which is monitored termly and a summative evaluation produced at the end of the financial year) sets out clearly how we spend our funding and the intended outcomes:*

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| **Objective: Close the gap between the performance of FSM/CLA pupils and non FSM/CLA pupils** | | | | |
| **Context:**  Pupil premium allocation for the 2017/18 financial year: £202,620 for 154 pupils (£198,660 plus £4398 Early Years PP)  This is based on pupils who have been allocated pupil premium based on ‘Ever 6’ (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding), 0 service children and 0 children who are looked after. This equates to 73 % of pupils currently on roll.  Where we have judged the provision to be beneficial to other children in school (who are often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through both the PP funding and the school budget, which is formally agreed by governors. | | | | |
| **In-school barriers to learning:**  A. Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.  B. Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas (especially in writing).  C. 70% of the current year 6 cohort are eligible for PP, in addition to 27% having SEN.  D. A high proportion of PP children are also EAL pupils. This can impact on pupils’ ability to reach the expected standard in English and Maths.  **External barriers to learning:**  A. Attendance rates for pupils eligible for PP are 95.7% This reduces their school hours and causes them to fall behind on average.  B. A high number of pupils are subject to Child in Need or Child Protection Plans. This impacts on their emotional well-being and can affect their ability to learn. | | | | |
| **Current position: July 2017**   * 67% of our 19 EYFS pupils eligible for pupil premium in 2016-17 achieved a GLD, compared to 69% of **all pupils nationally** and 55% of **non-disadvantaged** pupils (10 children) in the cohort. * Disadvantaged pupils form the majority of pupils in all cohorts in the school. There is no significant difference in attainment between non-PP and PP pupils in any class except Y1. * School tracking data shows the gap for FSM pupils in each year group to be generally widest in writing. * KS2 % At Standard in reading, writing & maths: All pupils 64% PP 64% Non-PP 67%   progress in reading KS1-2 All pupils +6.0 PP +5.6  progress in writing KS1-2 All pupils +6.6 PP +6.4  progress in maths KS1-2 All pupils +5.4 PP +5.1 | | | | |
| **Expected outcomes at the end of the 2017/18 year:**   * The proportion of disadvantaged pupils attaining a GLD by the end of the EYFS remains in line with non FSM/CLA pupils * Y1 phonics testing to show that the proportion of disadvantaged pupils working at the required standard remains in line with the proportion of non FSM/CLA pupils nationally. * KS1 results to show that the proportion of disadvantaged pupils working at age group expectations in reading, writing and maths is broadly in line with their non FSM/CLA counterparts * KS2 SAT results show that attainment of disadvantaged pupils is in line with the attainment of non FSM/CLA pupils nationally at national expectations in reading, writing, maths (also combined) * KS2 SAT results to evidence that the proportions of disadvantaged pupils making 6 steps of progress in reading, writing, maths each year is in line with the proportions of non FSM/CLA pupils making the same progress. * VA measures for disadvantaged pupils remain in line with (or are above) the national non FSM/CLA national pupil group in all subjects. * School tracking data to evidence that disadvantaged pupils make progress equivalent to or exceeding national expectations. | | | | |
| ***PUPIL PREMIUM PROVISION 2017/18*** | ***TOTAL COST OF PROVISION*** | ***% FROM PUPIL PREMIUM*** | ***TIME*** | ***MONITORING/EVIDENCE OF IMPACT*** |
| **Inclusion Leader**   * Support pupils with additional needs – SEN/EAL * Early identification of need and quick referral process to access appropriate support * Dedicated non-teaching time to liaise with other professionals involved with families | £54,755 | 100% | Full time  Ongoing | * Children’s needs identified swiftly and needs are met both in school and by other professionals. Fully met. Children’s wide-ranging needs are met by timely assessment and intervention. Priorities agreed with EP and SALT, impact reviewed regularly. * Children are safe, happy and healthy. Fully met. Any safeguarding needs are identified and support in place either by school or other professionals. * Positive impact on academic achievement and attendance. SEN and EAL pupils continue to make good progress. The vast majority of SEN and EAL pupils continue to make good progress (in line with national data) |
| **Parent Support Advisor**   * Individual pupils / families targeted in order that children access extra-curricular activities, breakfast club, family support and 1:1/small group booster lessons and holiday programmes. * The school is open to pupils from 8-4.30 * Support offered for vulnerable families around welfare, finance, housing, attendance, emotional, mental and physical health etc, ideally before crisis point. * Liaison with staff to identify pupils with emotional/social/behavioural problems and signposted for support e.g. counselling * A uniform fund is allocated to support families in need | £29, 204  £1000 | 100%  100% | Full time  Ongoing  Ongoing | * Children’s emotional, social and health needs are being fully met so that they are safe, happy and healthy. * Positive impact on academic achievement and attendance. Around 1/3 of the school attend breakfast club each day. 100+ children each week attend after school clubs. Every Y6 pupil received intervention before or after school. Holiday clubs ran during every break and were well attended. Most were fully funded from PP or sports funding. * Positive impact on academic achievement and attendance. Vulnerable pupils’ attendance is a priority for attendance officer and PSA. Successful work with families e.g. Year 6 boy who was a PA, now above 93% |
| **Full time nursery subsidy**   * All pupils are offered 25 hours of nursery education. * Early intervention – children make rapid progress in order to be more school-ready by age 4. * Any additional needs are identified early and appropriate support is put in place. | £30,000 | 67% | Ongoing | * Children make rapid progress and reach age-appropriate milestones. >90% of pupils left nursery at age-expected development in reading 77% in writing and 77% in maths. 85% were at 30-50 months in PSED. * Children are socially, emotionally and academically school ready at age 4. |
| **Attendance Officer**   * Attendance Officer employed to monitor pupils and follow up quickly on absences. * First day response provision inc. home visits. * Workshops for parents to encourage positive attendance and reduce term-time holidays * Fixed term penalty referrals where attendance falls below 90% or term-time holidays are taken. * Close liaison with Parent Support Adviser, Inclusion Leader and School Health to ensure needs are known and adequate support is in place to address issues causing poor attendance. | £12,500 | 100% | Part time 0.5fte  Ongoing | * Attendance will remain above 96% 96.1% in 2017-18 * Term-time holidays will reduce further Still too many holidays – 207 days lost in 2017-18. Maintain rigour in 2018-19, more penalty notices where appropriate. * Positive impact on academic achievement |
| **Educational Psychology additional time**   * Half day EP time bought in weekly to ensure all pupils with additional needs are assessed and supported in a timely manner * Staff have access to professional support, advice and training | £8775 | 100% |  | * Children make rapid progress and reach age-appropriate milestones. * Children are able to more fully engage in school * Children are happy and able to reach potential * Positive impact on academic achievement and attendance. See Inclusion Leader section |
| **Counselling sessions**   * Weekly counselling sessions for pupils identified as having a social or emotional need | £3125 | 100% |  | * Improved concentration and engagement in lessons for vulnerable pupils. * Improved relationships within the family * Positive impact on academic achievement and attendance. 8 children accessed counselling for a total of 136 sessions. Positive impact for all pupils, most notably a Y6 pupil who was at risk of permanent exclusion. |
| **Speech and Language Therapy**   * 2 days per week of specialist SALT support * Pupils with additional S&L needs are identified early and a programme of support is in place quickly * Pathways to further, more specialist support are clear * Staff have access to professional support, advice and training | £25,611 | 100% |  | * Children make rapid progress and reach age-appropriate milestones. * Children are able to more fully engage in school * Children are happy and able to reach potential * Positive impact on academic achievement and attendance. See Inclusion Leader section |
| **Enriching and extending the curriculum to widen experiences for pupils**   * £1000 fund per year group to subsidise visits and visitors. A maximum charge of £2 will be made to parents for any non-residential visits. * Forest School sessions weekly to widen pupils experiences, knowledge and understanding of the world. * Residential visits are heavily subsidised to ensure all pupils have equal opportunities. * Spanish lessons weekly by a specialist teacher culminate in a visit to Barcelona for Y6 pupils * Reading resources are high quality and given high profile. The school library is a bright, inviting place and is regularly re-stocked | £8000  £3000  £7000  £4,680  £5,000 | 100%  100%  100%  100%  13% |  | * Positive impact on academic achievement and attendance. * Writing achievement improved due to first hand experiences which stimulate creativity * Aspirations are high – children are keen to travel, aren’t afraid to take risks, increase in confidence and are more resilient. * Reading achievement is in line with non-disadvantaged pupils nationally.   20 children went to Barcelona - fully funded and linked to attendance, attitude and achievement.  25 children went to Kielder – subsidised and linked to resilience.  Broader experiences have resulted in wider vocab, better confidence, ability to contextualise learning, greater resilience… |
| **Specifically target disadvantaged pupils with extra support in their learning**   * 1-1 and small group tuition * Teacher delivering intervention in maths | £5,500  £7,064 | 100%  100% |  | * Positive impact on academic achievement and attendance.   Intervention sessions for every child in Y6 at risk of not achieving their progress target. Resulted in progress above similar pupils nationally in R, W, M. |
| ***TOTAL PROJECTED SPEND 2017/18 ACADEMIC YEAR*** | | | ***£202,898 (£278 overspend from school budget)*** | |

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