**St John’s Primary School Pupil Premium Strategy 2016-17**

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| 1. **Summary information** | | | | | |
| **School** | St John’s Primary School | | | | |
| **Academic Year** | 16-17 | **Total PP budget** | £192,805 | **Date of most recent PP Review** | Sept 2016 |
| **Total number of pupils** | 230 | **Number of pupils eligible for PP** | 179 | **Date for next PP Strategy Review** | Spring 2017 |

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| 1. **Current attainment** | | | |
|  | | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% At Standard in reading, writing & maths: 2016-17: RWM 64% PP RWM 64%** | | **17%** | *53%* |
| **progress in reading KS1-2** | | **-2.40** | 0.33 |
| **progress in writing KS1-2** | | **3.45** | 0.12 |
| **progress in maths KS1-2** | | **-0.51** | 0.24 |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | Oral language skills in nursery and reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. | | |
|  | Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas. | | |
| **C.** | 77% of the current year 6 cohort are eligible for PP, in addition to 27% having SEN and 47% with EAL. | | |
| **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** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **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. | | |

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| 1. **Outcomes** *(Desired outcomes and how they will be measured)* | | **Success criteria** |
|  | Improve oral language skills for pupils eligible for PP in nursery and Reception class.  Nursery Spring data CLL: Listening 80% 30-50 months; Understanding 87% 30-50 months; Speaking 67% 30-50 months  Reception Summer data CLL: Listening 79%; Understanding 72%; Speaking 79% | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils eligible for PP meet or exceed age related expectations. |
|  | Increased opportunities for cultural and curriculum visits / experiences funded by school for PP impacts positively on pupil achievement for this group.  No significant gap between PP and non-PP pupils’ writing in any year group Y1-Y6. Y2 and Y6 writing improvements on previous year. Y2 72% 67% PP (64% 2016) Y6 79% 77% PP (72% 2016) | Pupils eligible for PP and who are identified, monitored and supported to engage in additional life enhancing experiences such as; residential visit to Barcelona; science workshops at Centre for Life |
|  | All year 6 make progress in line or above all children nationally from the same starting point.  Progress in Reading (+6.0) Writing (+6.6) and Maths (+5.4) was significantly above the national average. High levels of parental support – most children have been supported to attend 1-1 tuition and parents have attended AM meetings. | Parents will attend Assertive Mentoring meetings half termly to discuss their child’s attitude, attendance and achievement. This will be monitored termly to ensure every year 6 pupil is on track to make progress at least in line with other children Nationally of same starting point. |
|  | |  |  |  | | --- | --- | --- | |  | **PP** | **Non-PP** | | **Year 1** | **95.8%** | **97.1%** | | **Year 2** | **97.5%** | **96.4%** | | **Year 3** | **95.1%** | **98.1%** | | **Year 4** | **96.4%** | **97.3%** | | **Year 5** | **96.1%** | **96.8%** | | **Year 6** | **96.2%** | **83.9%** | | **Whole School** | **96.2%** | **95.6%** |   Increased attendance rates for pupils eligible for PP. Whole school attendance 96.2 | Overall PP attendance improves from 95.7% to above 96% in line with ’other’ pupils Nationally. |
|  | Pupils are supported emotionally and through counselling, specialist support from the Ed Psych and extra-curricular activities including during holiday periods, they are better prepared to learn. | Vulnerable pupils make at least expected progress and achieve in line with their peer group. |

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| 1. **Planned expenditure** | | | | | | |
| **Academic Year Academic** | | **2016-17** | | | | |
| The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **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. Improved oral language skills in Reception  B. Improved progress for all pupils in EYFS to increase % of pupils achieving GLD | Speech and Language Therapist employed to work predominantly in EYFS 2 days a week.  Staff training on developing oracy for pupils in EYFS and creating and promoting a language-rich environment. | | We want to invest some of the PP in longer term change which will help all pupils. By investing in early intervention, we can close the attainment gap which exists on entry into EYFS and increase the % who are ‘school ready’ at the end of reception.  Offer full time nursery places to all PP pupils, subsidised by PP fund. | Course selected using evidence of effectiveness. Nursery teacher and EYFS TA to be trained in Early Talk Boost  Use IN  INSET days to deliver training.  Course selected using evidence of effectiveness. Lessons from training embedded in school feedback policy. | EYFS lead | Jan 2017 |
| C. Further embedding of Read, Write Inc.  D. Foster a love of reading which results in increased % of PP children achieving the expected standard in reading | Staff training and observations of RWI in other school settings.  Seven Stories reading partnership. Bought in 1 day per week facilitator. | | We want to invest some of the PP in longer term change which will help all pupils.  Research in developing effective phonic and spelling programmes indicates RWI can be highly effective.  A high proportion of our children told us they had no books at all at home. We want to engage children in a love of reading. Through weekly ‘reading for pleasure’ sessions, family storytime, ‘Hooks into Books’ new resources and visits to Seven Stories we hope children will read more often and widely. | Course selected using evidence of effectiveness.  Course selected using evidence of effectiveness.  Budget pressures make it difficult to justify continuing the SS partnership next year. Chn enjoy the sessions and can speak with confidence about their reading choices and reading standards have improved in all year groups BUT can be mostly attributed to new strategies introduced to teach reading skills.  New library revamp April 2017 | English Lead  English Lead | Jan 2017  Increased % of pupils meeting ELG in reading and on track to pass phonic screen  July 2017  2017-18 propose continuing family storytime – delivered by a member of EYs staff. Project with Well North. |
| **Total budgeted cost** | | | | | | £57,368 |
| 1. **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?** |
|  | Employ a specialist speech and language teacher to target children for whom oral language is a barrier to learning in reception. | | Nursery assessments and discussions with EYFS staff revealed the need to tackle speech and language at a more specialised level. The choice was based on previous experience of an excellent service to the school. | The service provides an assessment toolkit, which clearly shows impact and enables the school to decide when children have completed the course and new children can start. | Louise Flather (LEAPS) | Half Termly (service and pupil review) Louise Flather has worked with 14 children and has supported staff to deliver intervention.  Early identification of S&L difficulties has meant pupils received timely support and have made good progress. |
| C. All y6 make progress in line with National figures for children with same starting point. | PP funding used to provide HA PP children with intervention sessions by teachers in order to accelerate progress. | | In previous years this approach has proven to have a significant impact on the progress and attainment of all groups of PP children, especially considering their starting points. 1-1 tuition, Easter School, Additional teaching support. Inclusion Leader ensures all PP pupils with additional needs have specialist intervention. Assertive Mentoring meetings half termly. | Regular assessments used to evaluate the impact and measure progress. Termly pupil progress meetings and reports for governors and SIP. | SLT | January 2017 |
| D. Increased attendance rates | Full time Parent Support Advisor employed to monitor pupils and follow up quickly on absences. First day response provision. | | We can’t improve attainment for children if they aren’t actually attending school. | Parent Support Advisor, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. | Parent Support Advisor | Jan 2017 |
| **Total budgeted cost** | | | | | | £112,796 |
| 1. **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?** |
| Ensure the emotional well-being of all children | Children participate in counselling sessions | | Evidence suggests that pupils’ emotional wellbeing can have a significant impact on academic achievement. By providing a counselling service, pupils will be supported emotionally and will be better placed to learn. | The emotional well-being of targeted children will be markedly improved as children will be able to focus on academic issues with reduced focus on behavioural barriers. | Parent Support Advisor/Inclusion Leader | Termly |
| Ensure equality of opportunity | 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 | | Previous data shows us that children who have accessed a range of educational opportunities within and beyond the school day achieve more highly.  The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months’ additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. | More children entitled to pupil premium will access the services/opportunities available to them. This will be logged electronically. | SLT/class teachers | January 2017 |
| **Total budgeted cost** | | | | | | **£23,961** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **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** |
| A. Improved oral language skills in Reception | Speech and Language Therapist employed to work predominantly in EYFS 2 days a week. | Measurable impact – baseline/end data for all groups of pupils on the Early Talk Boost programme shows good progress across all areas. 14 children have worked with SALT and were identified whilst in EYFS. This early intervention means a higher proportion enter Reception ‘school ready.’ | Definitely a valuable use of PP resource. Continue next year with same SALT. | £25,611  Full time nursery subsidy  £20,000 |
| B. Improved progress for all pupils in EYFS to increase % of pupils achieving GLD | Staff training on developing oracy for pupils in EYFS and creating and promoting a language-rich environment. | Estimated 60% GLD, though recent high levels of mobility has negatively impacted on attainment. With a SALT in place though, and staff trained to identify S&L difficulties, new admits with SEN have their needs met more quickly. |
| C. Further embedding of Read, Write Inc. | Staff training and observations of RWI in other school settings. | More consistent approach to phonics teaching across EYFS and KS1 has resulted in better progress and pupils reading more fluently by the end of reception. | Will not need to allocate resources in this area next year as all staff are now trained and adequate resources have been purchased. | £0 |
| D. Foster a love of reading which results in increased % of PP children achieving the expected standard in reading | Seven Stories reading partnership. Bought in 1 day per week facilitator. | Predicted increase in % of pupils achieving expected standard in reading at KS1 and KS2 in 2017, but attributed mainly to changes in teaching methods. Children speak enthusiastically about their reading choices and read often and widely. The story sessions are enjoyable and valued, but attempts to work with Seven Stories to tailor the programme to meet the school’s changing requirements have failed. With current budget pressures, it is more difficult to justify the expenditure. | Deliver a family story session each week, but by EYFS staff.  Continue to buy into Hooks into Books  Promote a love of reading through the school’s revamped library and through regular storytelling, author and poet sessions. | £630 |

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| 1. **Targeted support** | | | | |
| **Desired outcome** | **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** |
| Improved oral language skills in Reception | Employ a specialist speech and language teacher to target children for whom oral language is a barrier to learning in reception. | As above |  | As above |
| All y6 make progress in line with National figures for children with same starting point. | PP funding used to provide HA PP children with intervention sessions by teachers in order to accelerate progress. | 2016-17 : R82% W79% M68% RWM 64%  PP RWM 64% - above national for all chn  Progress data available Sept 2017, but early indications are positive (around +5)  Intervention targeted to pupils’ needs: DHT taught maths in Y6 4x weekly, alongside class teacher and TA; highly skilled maths tutor 2 hours x3 days per week; 1-1 tuition by school staff; whole day guided writing session | Yes, definitely deliver intervention in the same way next year. If possible, continue to employ maths tutor into summer term 2017 to target Y5 pupils. | 1:1 Tuition  £5,500  Maths tutor  £7,064  Inclusion leader  £54,755 |
| Increased attendance rates | Full time Parent Support Advisor employed to monitor pupils and follow up quickly on absences. First day response provision. | |  |  |  | | --- | --- | --- | |  | **PP** | **Non-PP** | | **Year 1** | **95.8%** | **97.1%** | | **Year 2** | **97.5%** | **96.4%** | | **Year 3** | **95.1%** | **98.1%** | | **Year 4** | **96.4%** | **97.3%** | | **Year 5** | **96.1%** | **96.8%** | | **Year 6** | **96.2%** | **83.9%** | | **Whole School** | **96.2%** | **95.6%** | | Continue as 2016, plus in 2017-18, new attendance officer in post to support PSA to improve attendance. This will release PSA to focus more on family support and target the root cause of poor attendance. | Attendance officer  £12,500 approx  PSA  £29,204 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **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** |
| Ensure the emotional well-being of all children | Children participate in counselling sessions | A number of chn have completed a counselling course but there is always a waiting list for referral. Impact can be measured positively in terms of attendance, behaviour and progress. Pupils who have undergone trauma have had professional support at the point of crisis. | Definitely continue into 2016-17, initially with same provider (Kalmer) but with a view to finding a low-cost/high quality alternative. This will allow us to target a higher number of pupils. | £3,750 |
| Ensure equality of opportunity | 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 | Between 80-100 pupils attend the free daily Breakfast Club. Pupils arrive to class calm and ready to learn.  The PSA will be freed up to focus on more family support now that attendance officer is in place.  A high number of pupils attended holiday camps at The Turf, subsidised by school, ensuring they were positively engaged in a safe environment.  78% of pupils are entitled to PP funding, but many of our families who do not meet the threshold for benefits also face social and economic challenge. Therefore, governors maintain the view that all pupils will be treated equally and will receive the same high level of support. No child will be charged more than £2 for a non-residential visit. | Funding by Greggs but staffed by school. Continue as long as funding exists.  Without the need to carry out first-day response, the PSA can support more families and offer intensive support where most needed, thereby identifying and addressing the root cause of the issues.  Continue to subsidise holiday camps and apply for additional sources of income to help meet the costs, alongside PP. Investigate funding streams to provide meals to vulnerable families during holiday periods.  Continue to provide equal access to support and intervention to ensure all vulnerable pupils are safe, happy and achieve. | PSA as above  Approx £12,500  Educational psychologist  £8,775  Trips  £15,000  Forest school  £3,000 |