

# Pupil Premium Strategy – St John the Baptist C of E Primary



1. Summary information					
<b>School</b>	St John the Baptist C of E Primary				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£39,860	<b>Date of most recent PP Review</b>	30.6.15
<b>Total number of pupils</b>	277	<b>Number of pupils eligible for PP</b>	31	<b>Date for next internal review of this strategy</b>	Spring 19

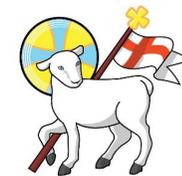
2. Current attainment		
<b>Early Years (0 pupils)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	n/a	%
% achieving expected standard in reading	n/a	%
% achieving expected standard in writing	n/a	%
% achieving expected standard in maths	n/a	%
<b>End of Key Stage 1 (5 pupils)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
Phonics average score (Year 1)	25	35
% achieving expected standard in reading	60%	85%
% achieving expected standard writing	40%	83%
% achieving expected standard maths	40%	84%
<b>End of Key Stage 2 (3 pupils)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	67%
% achieving expected standard reading	33%	78%
% achieving expected standard in writing	33%	81%
% achieving expected standard in maths	33%	78%

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3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Lack of fluency in core maths skills that will enable children to access the mastery aspects of the school curriculum.	
<b>B.</b>	Narrow vocabulary and poor spelling is preventing a significant number of children from achieving the expected standard for their age	
<b>C.</b>	For a small minority of identified pupils eligible for PP, learning attitudes and behaviours are not yet as good as their peers. Without intervention and support this will have detrimental impact on their academic success.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Vulnerable Families - Some families struggling to support pupils financially, low levels of parental engagement/wellbeing, limited support for home learning, limited life experiences, attendance rates, safeguarding issues	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Narrowed attainment gap between PP and non PP children	<ul style="list-style-type: none"> <li>● PP children's needs are identified and planned for on a subject by subject basis</li> <li>● Adaptations to home learning are made to ensure all children are successful</li> <li>● Progress within and across years is used to ensure highest aspirational targets are set</li> <li>● Measured by teacher assessments and successful moderation practices established across the school and externally.</li> </ul>
<b>B.</b>	Improved spelling, reading and maths results across all key stages	<ul style="list-style-type: none"> <li>● Children who are re-sitting the Phonics Check in Year 2 will pass the check (2FSM, 1 Service Child)</li> <li>● Regular assessments show 100% of PP children on track to meet FFT targets</li> </ul>
<b>C.</b>	Increasingly positive learning behaviours lead to increased engagement and outcomes	<ul style="list-style-type: none"> <li>● Reduction in number of behaviour incidents for identified children</li> <li>● PP children's mentors (Y2/6) actively encourage children to complete REACH passports</li> <li>● All PP children will complete REACH passports by Spring Half Term</li> </ul>
<b>D.</b>	Narrowed gap in attendance so that all PP children are meeting or exceeding the school average of 96.1%	<ul style="list-style-type: none"> <li>● Increased parental engagement continues the upward trend in PP attendance and an increase in completed home learning</li> <li>● Frequency of lateness is decreasing for specific families where identified issues have been addressed</li> </ul>
	Internal Review Dates	5th February 2019,

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5. Planned expenditure					
Academic year 2017-2018					
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?	Staff lead	When will you review implementation?
A, B & C	<b>Mastery Learning Focussed Curriculum and Teaching</b> – adaptations to planning and pedagogy	<b>EEF</b> – strong evidence base that this approach can make a gain of 5+ months per academic year	Analysis of data  Curriculum leader reviews Book reviews	<b>PR</b> <b>SD</b> <b>DP</b>	<b>Nov, Feb, Apr, Jul</b>
A, B & C	<b>Develop pupils language capability to support Reading and Writing</b> - developing teaching of vocabulary to address issues identified through robust pupil level analysis	<b>EEF</b> – strong evidence base that this approach can make a gain of 5+ months per academic year and are particularly effective for pupils over 8 years of age	Analysis of data  Lesson observations  Book reviews	<b>SD</b> <b>DP</b>	<b>Nov, Feb, Apr, Jul</b>
A, B & C	<b>Improve Phonics Outcomes</b> – focus on phonics subject pedagogy and subject knowledge builds strong foundations for future spelling and vocabulary learning	<b>EEF</b> – strong evidence base that this approach can make a gain of 4+ months per academic year and are particularly effective for pupils between 4 and 7	LSA training - in-house and external subject specialist  Focus on Phonics during English staff training	<b>KB</b> <b>DP</b> <b>PR</b> <b>AR</b>	<b>Nov, Feb, Apr, Jul</b>
A,B & C	<b>Meta-Cognition</b> – continued development of ReflectEd project	<b>EEF</b> – extensive evidence base that this approach can make a gain of 8+ months per academic year – particularly effective in Maths	Further development of reflection across the curriculum - lesson observations	<b>DP</b>	<b>Nov, Feb, Apr, Jul</b>
<b>Total budgeted cost</b>					<b>£14,787</b>

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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?
<b>A</b>	<b>1:1 Tuition</b> – Use of online maths tuition for those at risk of not making expected progress across KS2	<b>EEF</b> – extensive evidence base that this approach can make a gain of 5+ months per academic year  Similar approaches in previous years have positive impact – especially for older pupils	Analysis of data  Pupil conferencing	<b>DP</b>  <b>PR</b>  <b>SD</b>	<b>Nov, Feb, Apr, Jul</b>
<b>A, B &amp; C</b>	<b>Maths, TT Rock Stars and Reading Clubs</b> –to enable PP children to access online learning and get small group support to complete home learning	<b>EEF</b> – extensive evidence base that homework can make a gain of 2+ months per academic year  PP children complete home learning less frequently than their peers	Attendance register  Homework scores  Analysis of data	<b>DP</b>  <b>PR</b>  <b>CM</b>  <b>KB</b>	<b>Half-termly</b>
<b>C</b>	<b>Social and Emotional Learning</b> - ELSA provision and training	<b>EEF</b> – extensive evidence base that this approach can make a gain of 4+ months per academic year and benefit disadvantaged or low-attaining pupils more than other pupils  Many children who have undertaken ELSA or Nurture have demonstrated increasingly positive learning behaviours and interactions in class	Pupil conferencing  Analysis of data and profiles	<b>ML</b>  <b>LE</b>  <b>CS</b>	<b>Nov, Feb, Apr, Jul</b>
<b>B &amp; C</b>	<b>Outdoor Learning</b> - increased use of outdoor learning environment through Trailblazers initiative	<b>Forestry Commission</b> – increase in confidence, social skills, communication (language development), motivation and increases concentration  <b>EEF</b> – extensive evidence base that this approach can make a gain of 4+ months per academic year	Pupil conferencing  Observations  Analysis of data and profiles	<b>DP</b>  <b>JP</b>  <b>ED</b>	<b>Nov, Feb, Apr, Jul</b>
<b>Total budgeted cost</b>					<b>£19,873</b>

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iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?
<b>C &amp; D</b>	<b>School/Home Engagement</b> - Supporting parents to support their children's learning to improve academic outcomes	<b>EEF</b> – moderate evidence base that this approach can make a gain of 3+ months per academic year	Class teachers monitor attendance at school events and facilitate 1:1 meetings  Data analysis	<b>KB</b>  <b>DP</b>  <b>CC/LD</b>	<b>Nov, Feb, Apr, Jul</b>
<b>C &amp; D</b>	<b>Behaviour Interventions</b> – continued CPD to embed Emotion Coaching and Restorative Practice	<b>EEF</b> – extensive evidence base that this approach can make a gain of 4+ months per academic year	Behaviour records  Data analysis  Learning walks	<b>KB</b>  <b>DP</b>  <b>ML</b>	<b>Nov, Feb, Apr, Jul</b>
<b>D</b>	<b>Digital Technology</b> – develop the use of Seesaw as a tool to engage parents and children with their learning	Increasingly, parents are used to receiving regular progress updates through Tapestry whilst their child progresses through the EYFS. Seesaw will enable this to continue as children move through the school.	Seesaw usage rates Parent surveys/meetings  Pupil conferencing	<b>DP</b>  <b>EF</b>	<b>Nov, Feb, Apr, Jul</b>
<b>Total budgeted cost</b>					<b>£4,000</b>
iv. Support for Services Children					
<b>C &amp; D</b>	<b>ELSA</b> - support for children when parents deployed away from home	<b>EEF</b> – extensive evidence base that this approach can make a gain of 4+ months per academic year and benefit disadvantaged or low-attaining pupils more than other pupils	Observations  Mentoring notes	<b>DP</b>  <b>LE</b>  <b>GS</b>	<b>When needed</b>
<b>Total budgeted cost</b>					<b>£1200</b>

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6. Review of expenditure				
Previous Academic Year				
i. 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
Increased fluency in core Maths skills	<ul style="list-style-type: none"> <li>● Introduction of maths skills cards</li> <li>● Online tuition for identified groups</li> <li>● Small extra-curricular maths groups (Y5/6)</li> <li>● Maths planning support - HIAS</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in % children achieving ARE in Year 6</li> <li>● Increase in % children achieving GDS in Year 6</li> <li>● Increase in % children achieving ARE in Year 2</li> </ul>	<ul style="list-style-type: none"> <li>● HIAS support – continue, but focussed on Year3/4</li> <li>● Continued CPD focus on times tables and core maths skills</li> </ul>	£6,900
Increase oracy skills support children's written work	<ul style="list-style-type: none"> <li>● Literacy planning support – HIAS</li> <li>● Introduction of spelling scheme across school</li> <li>● Use of ReflectEd to facilitate learning focussed dialogues</li> </ul>	<ul style="list-style-type: none"> <li>● KS2 Reading attainment has not risen in-line with maths</li> <li>● Analysis shows this has been hindered by a narrow vocabulary for a significant number of pupils</li> <li>● Children working in Forest Tribe showed an increasing confidence in sharing their ideas and leading their learning</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary continues to be an area of need and will become a focus in this year's CPD</li> <li>● Develop use of ReflectEd and ensure staff/pupils have access to technology to facilitate this</li> <li>● Further develop use of outdoor learning</li> </ul>	

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Progress is as good as non PP children across KS2	<ul style="list-style-type: none"> <li>• PP children invited to clubs as a priority – support for fees</li> <li>• Impact of maths and English CPD supports PP children</li> <li>• Modelled dialogues support children in identifying next steps and strengths within their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• KS2 average progress scores for PP children were significantly below those of their peers</li> </ul>	<ul style="list-style-type: none"> <li>• The focus on supporting children in year 6 may have prevented these scores from being lower – focus on progress from previous key stage must be driven across KS2 to ensure the progress gap is narrowed as early as possible</li> </ul>	
<b>ii. Targeted support</b>				
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
Reduction in behaviour incidents Increased focus on learning dialogue and outcomes for identified children	<ul style="list-style-type: none"> <li>• Targeted ELSA support</li> <li>• Afternoon Nurture provision</li> <li>• Emotion Coaching CPD</li> <li>• Restorative Practice CPD</li> <li>• ReflectEd – Metacognition trial</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of key children showed an improving pattern of behaviour throughout the year</li> <li>• Metacognition has helped develop a shared dialogue focussed on the learning journey</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing pupils’ pastoral needs continues to be focus as internal school data shows that PP children with additional needs make less progress than other PP children</li> <li>• Continue to develop ReflectEd and open up to share with parents</li> </ul>	£19,484
<b>iii. Other approaches</b>				
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

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<p>Improved punctuality and attendance for PP children</p>	<ul style="list-style-type: none"> <li>● Early engagement with parents of children demonstrating poor attendance</li> <li>● Use of ELSA to provide welcome/nurturing start to school day</li> <li>● Transition training provided to support families</li> </ul>	<ul style="list-style-type: none"> <li>● Improved attendance for some targeted families</li> <li>● Other families maintained an average attendance below the target level</li> <li>● Transition training supported parents who were nervous about their children's transitions</li> </ul>	<ul style="list-style-type: none"> <li>● Regular contact with key families can have a quick impact, but this needs to be followed up regularly to maintain progress in attendance and punctuality</li> <li>● Work with cluster schools in cases concerning shared families</li> <li>● Review use of ELSA in conjunction with SENDCo</li> </ul>	<p>£2600 + leaders</p>
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