

Pupil premium strategy statement

1. Summary information					
School	St. John the Baptist C. of E (Controlled) Primary School				
Academic Year	2016-2017	Total PP budget	£35,700	Date of most recent PP Review	30.6.15
Total number of pupils	282	Number of pupils eligible for PP	28	Date for next internal review of this strategy	April 2017

2. Current attainment 2015/2016			
	<i>Pupils eligible for Pupil Premium % Meeting Age related expectations</i>	<i>Pupils not eligible for Pupil Premium % Meeting Age related expectations</i>	<i>National average for all children Achieving a Good Level of Development %</i>
End of Foundation Stage (2 children)			
Reading	100 (2/2)	78	69
Writing	100 (2/2)	75	
Number	100 (2/2)	82	
End of KS1 (4 children)			<i>National average for all children</i>
Reading	100 (4/4)	82	74
Writing	75 (3/4)	71	65
Maths	100 (4/4)	73	73

End of KS2 (7 children)	<i>Pupils eligible for Pupil Premium % Meeting Age related expectations</i>	<i>Pupils not eligible for Pupil Premium % Meeting Age related expectations</i>	<i>National average for all children %</i>
Reading	57 (4/7)	91	66
Grammar, Punctuation and Spelling	57 (4/7)	91	72
Writing	71 (5/7)	91	74
Maths	57 (4/7)	79	70

3. Barriers to future attainment for pupils eligible for PP

In-school barriers

A.	Phonics skills in Reception and KS1. This slows reading and writing progress in KS2, particularly for pupils eligible for PP who also have SEND. Spelling for these children is identified as a particular area for improvement in KS2.
B.	Ensuring all pupils leaving EYFS and KS1 who are eligible for PP make higher rates of progress as they move through the school to the end of KS2.
C.	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.

External barriers

- D.** Attendance rates for a minority of pupils eligible for PP is a cause for concern. This reduces their school hours and causes them to fall behind.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve phonics skills for pupils eligible for PP in Reception and KS1	Pupils eligible for PP in Reception class/KS1 make rapid progress by the end of the year so that the proportion of pupils eligible for PP who reach age related expectations in reading and writing, and who pass the phonics test in Y1, is consistently in line with their peers.
B.	Higher rates of progress across KS2 for all pupils eligible for PP.	Pupils eligible for PP make as much progress as their peers across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the school and externally.
C.	Specific actions to tackle behaviour issues and improve attitudes to learning for a small minority of PP pupils for whom this has a detrimental impact on rates of progress and achievement.	Fewer behaviour incidents recorded for these pupils on the school system and embedding of REACH positive learning behaviours in the classroom ensure higher rates of progress and attainment by the end of KS2.
D.	Increased attendance rates for small number of PP pupils for whom attendance is a concern.	Improve overall attendance for key PP pupils for whom attendance is an issue so that attendance is at or rapidly moving towards the school's average and is in line with 'other' pupils.

5. Planned expenditure Academic year 2016/2017

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
A. Improved phonics skills in Reception and KS1	<p>Staff training delivered by experienced teacher to improve subject knowledge and pedagogy.</p> <p>Audit of phonics practice by this colleague to develop classroom practice and provision across EYFS, KS1.</p> <p>New internal tracking system for all children to track phonics so gaps can be quickly filled.</p> <p>New phonics based reading books for early reading to refresh the books available to give more confidence using phonics strategies. Bug Club licence to allow teachers to use it to teach phonics as well as for home use to support teaching.</p>	<p>This slows reading and writing progress/attainment in KS2, particularly for pupils eligible for PP who also have SEND.</p> <p>SLT have identified strong secure practice in phonics teaching in one of our Year R teachers and are confident that she is well placed to support and develop colleagues' teaching.</p> <p>Accurate tracking is shown to support teachers' accurate teaching as it is informed by assessment.</p> <p>Rich range of reading opportunities for children to apply their phonics in reading proven to support secure use of phonics.</p>	<p>Experienced teacher to be given overall responsibility for monitoring and improving standards of teaching phonics and to provide CPD for staff.</p> <p>Liaise with HIAS to visit local school where teaching of phonics judged to be excellent.</p> <p>Use INSET days to deliver training. Peer observations and peer coaching. Lesson observations. Pupil Progress meetings. Half termly assessments by Phonics leader to identify and make further provision for children not on track. Training for LSAs.</p>	Phonics Leader	<p>Jan 2017</p> <p>March 2017</p> <p>May 2017</p>

<p>B. Ensuring all pupils make higher rates of progress and achievement as they move through the school to the end of KS2.</p>	<p>Continued CPD for teachers and LSAs on providing stretch for high attaining pupils to include effective use of questioning and improving the quality of feedback.</p> <p>Rigorously holding teachers to account through the pupil progress meeting system for the progress of this group of children.</p>	<p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback and effective use of AfL as an effective way to improve attainment, and we are seeking to embed and strengthen these across the school.</p>	<p>This is a key priority highlighted on the SSP for whole school improvement. Led by the Assessment leader with English/Maths leaders providing training and support.</p> <p>All leaders to be held accountable. Use INSET days to deliver training. Peer observations and peer coaching. Lesson observations. Pupil Progress meetings. Introduction of SIMS Discover which all teachers will have access to ensure close analysis and tracking. Training for LSAs.</p>	<p>Assessment leader English/ Maths leaders</p> <p>Acting Deputy Headteacher</p>	<p>February 2017</p> <p>April 2017</p> <p>July 2017</p>
<p>C. Behaviour issues addressed and attitudes to learning improved to ensure better rates of progress</p>	<p>Continued CPD for all staff on developing a 'Growth Mindset.' Embed REACH positive learning behaviours to strengthen pupils' engagement and understanding of active learning.</p>	<p>Evidence suggests the importance of a 'Growth Mindset' to enable children to become independent, lifelong learners who make good progress.</p>	<p>This is a key priority highlighted on the SSP for whole school improvement led by the Acting Deputy Headteacher.</p> <p>All leaders to be held accountable. Lesson observations. Pupil Conferencing. Parent information evening. Training for LSAs.</p>	<p>Acting Deputy Headteacher</p>	<p>January 2017</p> <p>May 2017</p>

Budgeted costs to include proportion of salary of staff lead, cost of training and purchase of resources (e.g. Bug Club, books)	Total budgeted cost	£15,000
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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 well?	Staff lead	When will you review implementation?
A. Improve phonics skills to help improve rates of progress and attainment	<p>Small group support for children in Year 3</p> <p>Year R and Year 1 children with gaps identified given catch up support rapidly at the point of learning to avoid gap widening.</p>	Some of the pupils in Year 3 need targeted support to catch up. Small group support is shown to be as effective as 1:1	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time- liaise with Phonics leader to ensure quality of assessment of needs and teaching to catch up gaps.</p> <p>Training where necessary to ensure high quality phonics being used.</p>	<p>Phonics Leader</p> <p>Year 3/4 Leader</p> <p>Year R leader</p> <p>Year 1/2 leader</p>	Jan 2017

Total budgeted cost					£5,700
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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 well?	Staff lead	When will you review implementation?
<p>C. Problem behaviour addressed and attitudes to learning improved to ensure better rates of progress and attainment for all pupils including those who are eligible for PP</p>	<p>LSA mentoring scheme to support all PP children led by skilled HLTA.</p> <p>ELSA to provide targeted pastoral support across the school using nurture-style room and resources. Support to be widened to include taking groups to embed REACH positive learning skills.</p> <p>Peer mentoring with children within class</p> <p>Buddy system with children from another year group</p> <p>Enrichment activities e.g. residential trips, after school clubs, music lessons to ensure all children have access to a broad and motivating curriculum.</p> <p>Involvement in Pupil Voice groups such as the Learning Council.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular emotional needs or behavioural issues can be effective, especially for older pupils. These interventions can also help improve attitudes to learning.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour including attitudes to learning but also monitor whether improvements in behaviour translate into improved rates of progress/attainment.</p> <p>Assess impact using: Boxall profile. Reports from class teachers. Lesson observations. Pupil Conferencing. Evidence from book scrutiny.</p>	<p>ELSA HLTA Mentor</p>	<p>May 2017</p>

<p>D. Increased attendance rates for identified families of children eligible for PP</p>	<p>Monitor pupils and follow up quickly on absences. First day response provision. Regular engagement with parents Notes home – standard letter set up by office. HT going on course on leading and managing attendance on SIMS Enrichment activities e.g. residential trips, after school clubs, music lessons to ensure all children have access to a broad and motivating curriculum.</p>	<p>We can't improve attainment for children if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Acting DHT aware of existing absence issues for children who are eligible for PP. She will liaise with HT to ensure new provision and standard school processes work smoothly together. Priority children identified for office staff to make DHT aware immediately. External training SIMS attendance training for attendance officer – so available software used effectively and prompt intervention, as appropriate.</p>	<p>Acting Deputy Headteacher SIMS manager</p>	<p>March 2017 May 2017</p>
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	Total budgeted cost £15,000
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6. Review of expenditure				
Previous Academic Year		2015/2016 Total PP budget £45 600		
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
<i>To increase accountability for accelerated progress of pupil premium children to close gaps in attainment and help meet age related expectations in reading, writing and maths.</i>	<i>Full- time Inclusion Manager appointed September 2015 - February 2016 Staff re-structuring led to responsibility for Pupil Premium being transferred to Acting DHT in January 2016</i>	<i>High impact: Profile and accountability certainly raised across the school. More rigorous pupil progress meetings focused on specific areas of concern and provision needed to address them. Monitoring through lesson drop-ins, book scrutiny and pupil conferencing led to a triangulation of evidence to support rates of progress and attainment. For Y6, outcomes in 2016 showed that 4 out of the 7 PP children achieved age related expectations in end of Key Stage SATs in Reading, Grammar/Punctuation/Spelling and Maths. All 4 of these children also achieved age related expectations in writing, which was teacher assessed. Of the 3 children who did not achieve age related expectations in the end of year SATs, 1 achieved age related expectations in writing. Of these 3 children, 1 child was a child with SEND and one child had emotional and behavioural needs.</i>	<i>Difficult to compare levels of attainment with removal of levels and introduction of new assessment system so not comparing like with like but evidence that we are beginning to close the gaps in attainment/progress between pp children and their non-pp peers. Overall successful in improving accountability and to be continued although still need to embed culture of accountability – e.g. through pupil progress meetings. In addition, need to review ways in which we can improve outcomes for pp pupils with SEND. Need to ensure all senior leaders, middle leaders and teachers know end of EYFS/key stage 1 rates of progress/attainment for each child so aware when needing to ‘catch up’ as well as sustaining high rates of progress for higher ability pp children through to end of KS2.</i>	<i>£13,000</i>

<p><i>Improved positive behaviour support and nurture across school.</i></p>	<p><i>Trained ELSA taken out of class to provide behaviour support and nurture across school.</i></p> <p><i>Construction of allocated room and resources to deliver nurture-style group support for vulnerable pupils including those eligible for PP.</i></p> <p><i>LSA mentoring scheme to support all PP children.</i></p> <p><i>Enrichment activities e.g. residential trips, after school clubs, music lessons to ensure all children have access to a broad and motivating curriculum.</i></p>	<p><i>Medium impact: positive impact for most of the pp children who received support but need to be able to measure this impact more accurately.</i></p>	<p><i>Continue but (1) impact needs to be more measurable (Boxall Profile) (2) improved communication between ELSA staff/LSAs and class teachers so know exactly what focus is and can then measure against it in terms of behaviour in class (3) system to ensure needs of pp children are prioritised for support/enrichment opportunities (4) widen ELSA support to encouraging positive attitudes to learning and embedding the new REACH learning skills.</i></p> <p><i>Boxall Profile</i></p> <p><i>Class teacher reports</i></p> <p><i>Pupil conferencing</i></p> <p><i>Lesson drop ins/ book scrutiny</i></p>	<p><i>£5170</i></p>
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<p><i>To promote improved rates of pupil progress in English, Maths and Phonics through differentiation and small group support/challenge for more able pupils</i></p>	<p><i>Additional experienced teacher in KS1 every morning from Sept 2015 to February 2016</i></p>	<p><i>High impact: observed increased progress for this period</i></p>	<p><i>This arrangement will not be cost effective to continue but we need to provide teachers with CPD to strengthen AfL and quality of feedback provided. This will help ensure good rates of progress and attainment for pp children.</i></p> <p><i>Pupil progress meetings/monitoring activities will help to ensure that areas for concern are identified quickly and appropriate provision made in class to both catch up and keep up.</i></p>	<p><i>£11,780</i></p>
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<p><i>To promote improved rates of pupil progress in reading, writing and maths through small group support and one to one support.</i></p>	<p><i>Learning Support Assistants leading small group interventions or providing one to one support in class.</i></p>	<p><i>Mixed results: for some pupils this had a very positive impact but for others any improvement made was minimal or not sustained.</i></p>	<p><i>This seemed most effective where the focus area was determined by the class teacher based on their assessment of the pupil or where the particular skills practised in the intervention group were reinforced by the teacher with the child on returning to class.</i></p> <p><i>This arrangement will not be cost effective to continue but we need to provide LSAs with training to strengthen AfL, quality of feedback provided and use of practical resources to support learning, particularly in Maths. This will help ensure rapid rates of progress and attainment for pp children and help to close any gaps.</i></p>	<p>£15,110</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p><i>To promote pupil progress and attainment in end of key stage assessments through small group support.</i></p>	<p><i>SATs booster groups run by LSA- 3 sessions weekly during April/May.</i></p>	<p><i>Medium: positive impact for pupils that attended but many that would have benefitted most did not.</i></p>	<p><i>Continue but need to work at more parental engagement to encourage attendance. Prioritise PP children. More liaison with class teacher re specific needs. Provide breakfast as an incentive?</i></p>	<p>£1128</p>