



## 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>	2017-218	<b>Total PP budget</b>	£37,420	<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 18

2. Current attainment		
<b>Early Years (4 pupils)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	50%	70.7%
% making progress in reading	75%	%
% making progress in writing	50%	%
% making progress in maths	75%	%
<b>Key Stage 1 (2 pupils)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Phonics average score	34.7	34
% making progress in reading	50%	76%
% making progress in writing	50%	68%
% making progress in maths	50%	75%
<b>Key Stage 2 (6 pupils)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	25%	61%
% making progress in reading	77%	71%
% making progress in writing	81%	76%
% making progress in maths	25%	75%



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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>	Language and literacy skills including speech and language	
<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, 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>	Increases fluency of core maths skills	<ul style="list-style-type: none"> <li>Children across the school complete mental maths challenge cards</li> <li>Improved Times Table Rock Stars scores</li> </ul>
<b>B.</b>	Improved oracy skills	<ul style="list-style-type: none"> <li>Children's utterances increase in length</li> <li>Children use increasingly complex sentences structure in line with their peers</li> </ul>
<b>C.</b>	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.	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>D.</b>	Parents more engaged, children attending school punctually and regularly	<ul style="list-style-type: none"> <li>Narrowed gap in attendance so that more PP children are in meeting the school average of 96.1%</li> <li>Rates of lateness are decreasing for specific families where identified issues have been addressed</li> </ul>



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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 well?	Staff lead	When will you review implementation?
<b>A &amp; B</b>	<b>Mastery Learning Focussed Curriculum and Teaching –</b> adaptations to planning and pedagogy based on work with HIAS	<b>EEF –</b> strong evidence base that this approach can make a gain of 5+ months per academic year	Analysis of data Book reviews	<b>PR</b> <b>SD</b> <b>DP</b>	<b>Nov, Feb, Apr, Jul</b>
<b>A &amp; B</b>	<b>Reading Comprehension Strategies -</b>	<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>
<b>C</b>	<b>Improve Quality and Speed of Feedback to Pupils –</b> peer feedback, oral feedback in lessons, focussed time with mentor to discuss learning targets and responsive teaching	<b>EEF –</b> moderate evidence base that this approach can make a gain of 8+ months per academic year and are particularly effective for pupils over 8 years of age	Lesson observations Book reviews Pupil conferencing Mentoring notes	<b>KB</b> <b>DP</b> <b>PR</b> <b>AR</b>	<b>Nov, Feb, Apr, Jul</b>
<b>Total budgeted cost</b>					<b>£6,900</b>



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

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?
<b>A</b>	<b>1:1 Tuition</b> - Precision Teaching to address key gaps in skills identified by class teachers	<b>EEF</b> – extensive evidence base that this approach can make a gain of 5+ months per academic year	Analysis of data Pupil conferencing	<b>DP</b>	<b>Nov, Feb, Apr, Jul</b>
<b>A, B &amp; C</b>	<b>Homework Club</b> – homework club to enable PP children to access online learning and get small group support to complete homework	<b>EEF</b> – extensive evidence base that homework can make a gain of 2+ months per academic year <b>EEF</b> – extensive evidence base that small group tuition can make a gain of 4+ months per academic year	Attendance register Homework scores Analysis of data	<b>DP</b> <b>NF</b>	<b>Half-termly</b>
<b>C</b>	<b>Social and Emotional Learning</b> - ELSA	<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	Pupil conferencing Analysis of data and profiles	<b>DP</b> <b>LE</b>	<b>Nov, Feb, Apr, Jul</b>
<b>B &amp; C</b>	<b>Outdoor Learning</b> - Forest Tribe	<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>CW</b> <b>ED</b>	<b>Nov, Feb, Apr, Jul</b>
<b>C &amp; D</b>	<b>Social and Emotional Learning</b> - Counselling	<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 Book looks Behaviour records	<b>DP</b> <b>LE</b>	<b>Half-termly</b>
<b>Total budgeted cost</b>					<b>£19,484</b>



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

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?
<b>C</b>	<b>Mentoring</b> - Mentor for each PP child to discuss academic targets and pastoral issues	<b>EEF</b> – moderate evidence base that mentoring can make a gain of 1+ months per academic year and benefit disadvantaged or low-attaining pupils more than other pupils <b>EEF</b> – extensive evidence base that 1:1 tuition can make a gain of 5+ months per academic year	Observations Pupil conferencing Behaviour logs	<b>DP</b>	<b>Half-termly</b>
<b>D</b>	<b>Increase Parental Involvement</b> - Support for parents provided or signposted for parents in need Regular meetings with PP Champion and parents of children whose attendance is below the school average	<b>EEF</b> – moderate evidence base that this approach can make a gain of 3+ months per academic year and benefit disadvantaged or low-attaining pupils more than other pupils <b>Visible Learning</b> – effect size of 0.49 (above average of 0.4)	Attendance data Behaviour logs Attendance at parent events	<b>DP</b> <b>KB</b> <b>ML</b>	<b>Half-termly</b>
<b>Total budgeted cost</b>					£2600 + leaders
iv. Support for Services Children					
<b>C</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>When needed</b>
<b>Total budgeted cost</b>					£300



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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
Improve phonics skills for pupils eligible for PP 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>Bug club – increasingly well used</p> <p>Phonics leader sharing practise from another school</p> <p>Phonics tracker set up and starting to be used</p> <p>Year 1 Phonics Screening - 50% pass rate compared to 80% for rest of school</p> <p>End of Key Stage 1 – 100% PP pupils caught up and passed the phonics test</p>	<p>Phonics to be taught in year groups</p> <p>Phonics tracker to be implemented with all staff within KS1 – training for new staff</p>	£15,000



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<p>Higher rates of progress across KS2 for all pupils eligible for PP</p>	<ul style="list-style-type: none"> <li>• Education Endowment Fund – researched by DHT and then impact of interventions shared and discussed at SLT- cost effectiveness v impact</li> <li>• Key areas in SSP: Challenge for HA, Effective use of questioning and AfL, High quality feedback, peer and self-assessment, peer mentoring</li> <li>• As result of external CPD, delivered staff training to explore different phases of lesson and qus to check/extend learning for each.</li> <li>• Sims Discover training</li> <li>• Pupil Progress Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence in books and pupil conferencing showed pupils able to explain how they are challenged and what they do if find work too easy</li> <li>• More use of wider, richer, contextual learning</li> <li>• Carpet clubs being used effectively to support and move learning on</li> <li>• Curved ball questions/5 key questions embedded in Maths</li> <li>• Evidence in books of better quality marking and feedback in the lesson</li> </ul>	<p>Continue to develop feedback as a driver for pupil progress and engagement</p> <p>Work with HIAS inspectors to develop mastery curriculum and teaching</p> <p>All leaders to interrogate data drops with focus on key questions for their area of leadership</p>	
<p>Tackling behaviour issues and improve attitudes to learning for minority of PP pupils for whom this is a barrier to attainment and progress</p>	<ul style="list-style-type: none"> <li>• Introduction and embedding of REACH learning across school – children, staff, parents, governors all ‘trained’ by the Learning Council</li> <li>• ELSA support</li> <li>• LSA mentoring</li> <li>• Peer mentoring</li> <li>• Involvement in Pupil Voice groups</li> <li>• REACH groups working with ELSA to explore positive attitudes to learning, building aspiration</li> <li>• Strengthening pupil involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attitudes across the school evidenced from drop ins, pupil conferencing, parental and governor feedback</li> </ul>	<p>Behaviour plans for identified pupils</p> <p>Regular pupil progress meetings to continue for PP children</p> <p>Regular contact with parents of children who are at risk of below average attendance</p>	



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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased attendance rates for identified families of children eligible for PP	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.	<ul style="list-style-type: none"> <li>• Training and appointment of an attendance officer</li> <li>• Attendance closely monitored and follow up quickly on absences</li> <li>• Parents contacted by letter, meetings arranged with HT</li> <li>• Awards introduced for good attendance- celebrated in assembly/in newsletter</li> </ul>	Increased accountability- started to already see improved rates of attendance for some disadvantaged children	£5,700
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Tackling behaviour issues and improve attitudes to learning for minority of PP pupils for whom this is a barrier to attainment and progress	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	<ul style="list-style-type: none"> <li>• Improved attitudes across the school evidenced from drop ins, pupil conferencing, parental and governor feedback</li> </ul>	Behaviour plans for identified pupils  Regular pupil progress meetings to continue or PP children  Regular contact with parents of children who are at risk of below average attendance	£15,000