

St John the Baptist C of E Primary - Pupil Premium (PP) Strategy

Metric	Data
School name	St John the Baptist C of E Primary
Pupils in school	272
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£31,180
Academic year or years covered by statement	2019-2020 to 2021-2022
Publish date	November 2019
Review date	July 2020
Statement authorised by	Kay Bowen
Pupil premium lead	David Parkin
Governor lead	Anna Sketchley

Disadvantaged pupil progress scores (National Other - all children nationally not identified as disadvantaged)

Measure	2017		2018		2019	
	Disadvantaged (4 pupils)	National Other	Disadvantaged (3 pupils)	National Other	Disadvantaged (7 pupils)	National Other
KS2						
Reading	-2.52	0.32	-10.48	0.3	-5.77	0.31
Writing	3.99	0.14	-6.83	0.22	3.67	0.26
Maths	-5.42	0.26	-6.46	0.29	1.67	0.36

Disadvantaged pupil attainment

Measure	2017		2018		2019	
	Disadvantaged (4 pupils)	National Other	Disadvantaged (3 pupils)	National Other	Disadvantaged (7 pupils)	National Other
KS2						
Reading	25%	77%	33%	80%	43%	78%
Writing	75%	81%	33%	83%	86%	83%
Maths	25%	80%	33%	81%	100%	84%
Combined	25%	67%	33%	70%	43%	71%
KS1						
Reading	50%	79%	40%	79%	60%	83%
Writing	50%	72%	40%	74%	60%	77%
Maths	50%	79%	40%	80%	60%	83%
Year 1						
Phonics	60%	84%	67%	85%	50%	84%
EYFS						
GLD	75%	73%	-	74%	100%	74.3%
Reading	75%	80%	-	80%	100%	75.9%
Writing	75%	76%	-	76%	100%	75.9%
Maths	75%	80%	-	81%	100%	80.7%

Strategy aims for disadvantaged pupils

Measure	Activity	Monitoring and Implementation
Priority 1: Pupils make good progress in reading	Ensure all staff implement best practice in the teaching of reading to ensure all children are motivated to read and make good progress in the subject	English leader to plan alongside year groups to ensure teaching of reading is aligned to best practise and staff training addresses identified issues
Priority 2: Children make links across subjects	Leaders construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged and including Special Educational Needs and Disability (SEND), the knowledge and cultural capital they need to succeed in life	Curriculum leader to support staff in developing and monitoring the curriculum so that it makes strong connections across subjects and year groups
Barriers to learning these priorities address	Children not fully accessing and engaging with a wide curriculum due to lack of engagement caused by low motivation to read and subsequent slow progress	Termly Monitoring <ul style="list-style-type: none"> • curriculum plans - Deputy Head • work sampling - subject leads • reading journals - English lead • lesson observations - teachers
Projected spending	£12,697	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national other average progress scores in reading	July 2020
Progress in Writing	Achieve national other average progress scores in writing	July 2020
Progress in Mathematics	Achieve national other average progress scores in maths	July 2020
Phonics	Achieve in line with national other average score at end of year 1	July 2020
Other	Work with identified families so that no PP children are Persistent Absentees and those with already good attendance stay in line with, or are better than school average	Ongoing

Targeted academic support for current academic year

Measure	Activity	Monitoring and Implementation
Priority 1: Pupils are set short-term targets that support good progress	Through termly pupil progress meetings, all PP children's needs/next steps are identified, planned for, addressed and monitored through in-class and 1:1 interventions	Weekly monitoring (class teachers): Home learning - identify pupils to attend clubs, and which children are showing improvements in times table speeds, spelling etc.
Priority 2: Children master key skills through regular reinforcement	Establish and maintain pre, after and in-school homework clubs - ensuring all children are able to benefit from reinforcement of skills learnt in class	Half-termly: Feedback between leaders and class teachers - information about children's successes and next steps
Barriers to learning these priorities address	Possible lack of engagement leading to children not attending clubs - staff to build relationships with carers to ensure children attend	Termly Monitoring: Deputy Head to review club registers - support staff in ensuring parents enable children to attend
Projected spending	£12,697	

Wider strategies for current academic year

Measure	Activity	Monitoring and Implementation
Priority 1: Pupils have specific pastoral and/or enrichment needs met	Identify and address pastoral and enrichment opportunities that would benefit PP children	Half-Termly Monitoring: Staff review and update pastoral/enrichment needs register - actions identified to be reviewed half-termly by Deputy Head Actions to support families recorded and reviewed by Attendance Officer, Deputy Head and Headteacher Termly Monitoring <ul style="list-style-type: none"> ● Pupil conferencing ● Parent questionnaire
Priority 2: All pupils have basic needs met	Ensure PP children/families receive support to enable children to come to school learning ready every day Parenting support - Emotional Literacy Support Assistant (ELSA) supporting parents on 1:1 basis and other agencies commissioned to provide global parenting offer to all?	
Barriers to learning these priorities address	Early identification of needs and supporting families to see the benefits of help offered - ensuring that all paperwork is completed to allow access to help	
Projected spending	£6406	

Implementation Challenges

Area	Challenge	Mitigating action
Teaching	Ensuring positive engagement of pupils across the wider curriculum and ensuing links across learning are capitalised on - especially the application of reading skills	Staff development time devoted to identifying and capitalising on cross-curricular links Staff lead for Love of Reading to re-launch focus on reading for pleasure
Targeted support	Ensuring that staff are given enough time to identify and address the needs of children	PP children discussed as priority at each Pupil Progress meeting - grouping children with similar needs to provide targeted support including ELSA and nurture prioritising PP children
Wider strategies	Ensuring all adults understand the importance of addressing the wider needs of PP children and providing opportunities beyond the academic curriculum	PP children's needs identified and reviewed regularly - work with colleagues and outside agencies to support access to full range of extra-curricular opportunities

Review: last year's aims and outcomes

Aim	Outcome
Narrow the attainment gap between PP and non PP children	<p>Teachers use of FFT target setting has developed over the year</p> <p>Specific targets identified and planned for by all teachers</p> <p>Variance across teacher expertise in these areas - i.e. variance home learning adaptations meant that gains were uneven across the school</p> <p>KS2 PP progress and attainment in Writing and Maths was better than national other. However, Reading attainment and progress was well below national other and remains a focus for the next academic year.</p> <p>Attainment at KS1 was below national other as a percentage, but this was a small cohort of PP children which makes comparison difficult</p> <p>Phonics outcomes - pupil specific results</p>
Improved spelling, reading and maths results across all key stages	<p>Improved outcomes shown through three year analysis</p> <p>Service child passed screening, although FSM children did not achieve a pass mark, their score did improve steadily over the course of year 2</p> <p>Majority of children achieved at least 2 of their FFT targets</p>
Increasingly positive learning behaviours lead to increased engagement and outcomes	<p>Behaviour has shown significant improvements for identified pupils - specific issues remain</p> <p>Nurture group - group work for identified children in KS1, with 67% achieving expected standard</p> <p>Approximately $\frac{2}{3}$ of Pupil Premium children had completed passports by the end of the school year</p>
Narrowed gap in attendance so that all PP children are meeting or exceeding the school average of 96.1%	<p>Regular attendance meetings leading to clearer, more timely communication with parents, alongside a change in policy regarding lateness have led to improvements in attendance across the school (PP and non-PP)</p>