**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:** | | **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. | 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. | 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. | 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. |
|  | Increased attendance rates for pupils eligible for PP. | 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 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. | English Lead  English Lead | Jan 2017  July 2017 |
| **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?** |
| A | 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) |
| 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** |
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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** |
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