

## **St John's Primary School**

### **PUPIL PREMIUM: 2019/20 ACTION AND SPENDING PLAN**

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that many pupils entitled to FSM (and indeed those who are not) also face often multiple vulnerabilities which are a barrier to good achievement. St John's therefore deploys pupil premium to plan and promote effective intervention and additional support in order to eradicate these barriers over time and accelerate pupil progress, closing the attainment gap between FSM and non-FSM.

#### **Eligibility for Pupil Premium**

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six year period (known as the "ever 6") qualifies for pupil premium funding.

#### **Children Looked After (CLA) and the Pupil Premium**

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as pupil premium plus.

#### **Children of Service Families**

These children receive an increased premium.

#### **How is St John's accountable for the pupil premium?**

Robust tracking of pupil achievement is in place to immediately identify pupils who are under achieving, target effective intervention and support to accelerate progress towards age related expectations, rigorously monitored over time. Obviously, good teaching narrows gaps between those learners who are vulnerable and those that are not. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families.

*The following plan (which is monitored termly and a summative evaluation produced at the end of the financial year) sets out clearly how we spend our funding and the intended outcomes:*

## St John's Primary School

### PUPIL PREMIUM: 2019/20 ACTION AND SPENDING PLAN

#### Objective: Close the gap between the performance of FSM/CLA pupils and non FSM/CLA pupils

##### Context:

Pupil premium allocation for the 2019/20 financial year: £195,360 for 148 pupils (plus £3410 Early Years PP)

This is based on pupils who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding), 0 service children and 4 children who are looked after. This equates to 72.5 % of pupils currently on roll.

Where we have judged the provision to be beneficial to other children in school (who are often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through both the PP funding and the school budget, which is formally agreed by governors.

##### In-school barriers to learning:

- A. Oral language skills in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
- B. Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas (especially in writing).
- C. 7 0% of the current year 6 cohort are eligible for PP, in addition to 33% having SEN.
- D. A high proportion of PP children are also EAL pupils. This can impact on pupils' ability to reach the expected standard in both English and Maths.

##### External barriers to learning:

- A. Attendance rates for pupils eligible for PP are 96.7% compared to 97.5% for non-PP pupils. 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.

##### Current position: July 2019

- 60% of our 15 EYFS pupils eligible for pupil premium in 2018-19 achieved a GLD, compared to 71% of **all pupils nationally** and 70% of **non-disadvantaged** pupils (15 children) in the cohort.
- Disadvantaged pupils form the majority of pupils in all cohorts in the school. The achievement gap between PP and non-PP pupils reduces over time and is often completely removed by the time pupils leave us in Year 6.
- School tracking data shows the gap for FSM pupils in each year group to be generally widest in writing, though this is diminished by end of Y6 due to high levels of 1-1 tuition in pupils' final year.
- Year 6 % At Standard in reading, writing & maths July 2019:

	PP	Non-PP	Diff
Reading	61% (22%HS)	62% (15% HS)	-1% (7%)
Writing	83% (22%HS)	77% (23%HS)	6% (-1%)

Maths	78% (28%HS)	85% (38%HS)	-7% (-10%)
-------	----------------	-------------	------------

It is worth noting, that whilst the biggest gap is in maths, both PP and non-PP outperformed all pupils nationally at EXS and HS.

progress in reading	KS1-2	All pupils +1.5	PP
progress in writing	KS1-2	All pupils +3.4	PP
progress in maths	KS1-2	All pupils +3.9	PP

#### Expected outcomes at the end of the 2019/20 year:

- The proportion of disadvantaged pupils attaining a GLD by the end of the EYFS is in line with non FSM/CLA pupils
- Y1 phonics testing to show that the proportion of disadvantaged pupils working at the required standard to be in line with the proportion of non FSM/CLA pupils nationally.
- KS1 results to show that the proportion of disadvantaged pupils working at age group expectations in reading, writing and maths is broadly in line with their non FSM/CLA counterparts
- KS2 SAT results show that attainment of disadvantaged pupils is in line with the attainment of non FSM/CLA pupils nationally at national expectations in reading, writing, maths (also combined)
- KS2 SAT results to evidence that the proportions of disadvantaged pupils making good progress in reading, writing, maths each year is in line with the proportions of non FSM/CLA pupils making the same progress.

<b>PUPIL PREMIUM PROVISION 2019/20</b>	<b>TOTAL COST OF PROVISION</b>	<b>% FROM PUPIL PREMIUM</b>	<b>TIME</b>	<b>MONITORING/EVIDENCE OF IMPACT</b>
<b>Inclusion Leader (0.5 non-class based)</b> <ul style="list-style-type: none"> <li>• Support pupils with additional needs – SEN/EAL</li> <li>• Early identification of need and quick referral process to access appropriate support</li> <li>• Dedicated non-teaching time to liaise with other professionals involved with families</li> </ul>	£29,303	100%	0.5 dedicated SENCO time  Ongoing	<ul style="list-style-type: none"> <li>• Children's needs identified swiftly and needs are met both in school and by other professionals.</li> <li>• Children are safe, happy and healthy. Positive impact on academic achievement and attendance. SEN and EAL pupils continue to make good progress.</li> </ul>
<b>Parent Support Advisor</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The school is open to pupils from 8-4.30</li> <li>• Support offered for vulnerable families around welfare, finance, housing, attendance, emotional, mental and physical health etc, ideally before crisis point.</li> </ul>	£35,572	100%	Full time  Ongoing	<ul style="list-style-type: none"> <li>• Children's emotional, social and health needs are being fully met so that they are safe, happy and healthy.</li> <li>• Positive impact on academic achievement and attendance.</li> <li>• Positive impact on academic achievement and attendance.</li> </ul>

<ul style="list-style-type: none"> <li>Liaison with staff to identify pupils with emotional/social/behavioural problems and signposted for support e.g. counselling</li> <li>A uniform fund is allocated to support families in need</li> </ul>				
<b>Full time nursery subsidy</b> <ul style="list-style-type: none"> <li>All pupils are offered 25 hours of nursery education.</li> <li>Additional support assistant EYFS</li> <li>Early intervention – children make rapid progress in order to be more school-ready by age 4.</li> <li>Any additional needs are identified early and appropriate support is put in place.</li> </ul>	£24,000 £21,713	67% 100%	Ongoing	<ul style="list-style-type: none"> <li>Children make rapid progress and reach age-appropriate milestones.</li> <li>Children are socially, emotionally and academically school ready at age 4.</li> </ul>
<b>Attendance Officer</b> <ul style="list-style-type: none"> <li>Attendance Officer employed to monitor pupils and follow up quickly on absences.</li> <li>First day response provision inc. home visits.</li> <li>Workshops for parents to encourage positive attendance and reduce term-time holidays</li> <li>Fixed term penalty referrals where attendance falls below 90% or term-time holidays are taken.</li> <li>Close liaison with Parent Support Adviser, Inclusion Leader and School Health to ensure needs are known and adequate support is in place to address issues causing poor attendance.</li> </ul>	£15,092	100%	Part time 0.5 fte  Ongoing	<ul style="list-style-type: none"> <li>Attendance will remain above 96.5%</li> <li>Term-time holidays will reduce further</li> <li>Positive impact on academic achievement</li> </ul>
<b>Educational Psychology additional time</b> <ul style="list-style-type: none"> <li>Half day EP time bought in weekly to ensure all pupils with additional needs are assessed and supported in a timely manner</li> <li>Staff have access to professional support, advice and training</li> </ul>	£8930	100%		<ul style="list-style-type: none"> <li>Children make rapid progress and reach age-appropriate milestones.</li> <li>Children are able to more fully engage in school</li> <li>Children are happy and able to reach potential</li> <li>Positive impact on academic achievement and attendance.</li> </ul>
<b>Counselling sessions</b> <ul style="list-style-type: none"> <li>Weekly counselling sessions for pupils identified as having a social or emotional need</li> </ul>	£4000	100%		<ul style="list-style-type: none"> <li>Improved concentration and engagement in lessons for vulnerable pupils.</li> <li>Improved relationships within the family</li> <li>Positive impact on academic achievement and attendance.</li> </ul>
<b>Speech and Language Therapy</b> <ul style="list-style-type: none"> <li>1 day per week of specialist SALT support</li> </ul>	£6,887	100%		<ul style="list-style-type: none"> <li>Children make rapid progress and reach age-appropriate milestones.</li> </ul>

<ul style="list-style-type: none"> <li>Pupils with additional S&amp;L needs are identified early and a programme of support is in place quickly</li> <li>Pathways to further, more specialist support are clear</li> <li>Staff have access to professional support, advice and training</li> </ul>	(to 31 <sup>st</sup> Aug 19)			<ul style="list-style-type: none"> <li>Children are able to more fully engage in school</li> <li>Children are happy and able to reach potential</li> <li>Positive impact on academic achievement and attendance.</li> </ul>
<b>Enriching and extending the curriculum to widen experiences for pupils</b> <ul style="list-style-type: none"> <li>£750 fund per year group to subsidise visits and visitors. A maximum charge of £2 will be made to parents for any non-residential visits.</li> <li>Forest School sessions weekly to widen pupils experiences, knowledge and understanding of the world.</li> <li>Residential visits are heavily subsidised to ensure all pupils have equal opportunities.</li> <li>Spanish lessons weekly by a specialist teacher culminate in a visit to Barcelona for Y6 pupils</li> <li>Reading resources are high quality and given high profile. The school library is a bright, inviting place and is regularly re-stocked</li> </ul>	£6000 £3,000  £6000 £3,870 £4,680	100%  100% 100%		<ul style="list-style-type: none"> <li>Positive impact on academic achievement and attendance.</li> <li>Writing achievement improved due to first hand experiences which stimulate creativity</li> <li>Aspirations are high – children are keen to travel, aren't afraid to take risks, increase in confidence and are more resilient.</li> <li>Reading achievement is in line with non-disadvantaged pupils nationally.</li> </ul>
<b>Specifically target disadvantaged pupils with extra support in their learning</b> <ul style="list-style-type: none"> <li>1-1 and small group tuition</li> </ul>	£2000	100%		<ul style="list-style-type: none"> <li>Positive impact on academic achievement and attendance.</li> </ul>
<b>TOTAL PROJECTED SPEND 2019/20 ACADEMIC YEAR</b>			<b>£171,047</b>	

