

Pupil Premium Strategy Statement – St. John’s C of E Primary School

1. Summary information					
School	St. John’s C of E Primary School				
Academic Year	2017/18	Total PP budget	£101 640	Date of most recent PP Review	March 2017
Total number of pupils	306	Number of pupils eligible for PP	77	Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	73%	60%
% making progress in reading	91% (10/11)	71%
% making progress in writing	82% (9/11)	79%
% making progress in maths	73% (8/11)	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Specific and complex social / emotional difficulties for a group of children, predominantly in upper Key Stage 2, resulting in loss of concentration and difficulty in accessing learning.
B.	School data shows that the outcomes for the disadvantaged pupils in maths and at the ‘greater depth’ standard across all subjects is below that of the other children.
C.	Children’s limited life experiences can result in difficulties when accessing the curriculum as their starting points are different from their peers.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Poor attendance and punctuality of pupil premium pupils can impact upon their progress.
E.	Parents of pupil premium pupils sometimes don’t have the resources or required knowledge to support their child’s learning at home.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children with social / emotional needs will be able to access lessons on a more consistent basis therefore improving their progress and attainment. This will be evaluated through lesson observations, monitoring of interventions, book scrutiny, work sampling and termly assessments.	Pupil Premium children with social / emotional needs will make similar or accelerated progress in relation to their peers. Children are able to access learning in the classroom because of the support and intervention work they receive.
B.	Progress of the Pupil Premium pupils in maths, and at greater depth in all areas, is in line with, or exceeding the attainment of their peers. This will be measured through the analysis of data and pupil progress meetings.	Pupil Premium children throughout the school will progress at an enhanced rate in order to match and / or exceed the progress made by their peers.

		Pupil Premium children will achieve a higher rate of 'exceeded standard' scores at the end of each academic year.
C.	Pupil Premium children will have access to opportunities that they wouldn't otherwise have. Monitored and measured through questionnaires and levels of participation at extra-curricular activities.	Pupil Premium children will actively be involved in a range of extra-curricular clubs. Extra opportunities are created for pupil premium children to enhance their life experiences to date.
D.	Attendance of pupil premium children is in line with their peers. Attendance will be monitored and tracked on a half termly basis using SIMs.	Attendance of Pupil Premium children is in line with all other children. There are fewer persistent absences amongst PP children. Pupil Premium children spend more time in school and learning, and therefore have a greater access to the curriculum / progression.
E.	Families receive the help and support they need quickly and effectively. Children have access to resources needed to support the curriculum. SENCO / Inclusion lead to keep record of parental access.	Parents having the knowledge of and access to Early Help if required. Pupil Premium children have access to the resources necessary to continue their learning at home. Workshops are provided for parents to support learning at home.

5. Planned expenditure

Academic year

2017/18

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?
A.Children are able to talk about, and self-manage their feelings more easily. Children with social / emotional needs make good progress both in terms of self-management and academically.	Training for TA`s. Support from outside agencies.	Children with social and emotional needs sometimes find it difficult to access their learning in a whole class situation. Through targeted groups / social skills / social stories work / through whole class PSHE / circle time and whole school assemblies children will learn strategies to self-manage their feelings and will feel supported by a 'special' adult in school with whom they can talk through their feelings as required.	Close monitoring of the quality of the social skills / social stories sessions via interviews with the children and observations. Weekly timetabling of sessions. Regular reviews with teaching staff to ensure impact is substantial. Monitoring of assessment data for children.	EE / CF (SENCOs) SLT	Termly throughout the year
A. Children are able to self-manage their feelings during unstructured times.	Training for MDS. Support and advice from outside agencies.	The vast majority of children with social and emotional needs experience difficulties at the less structured times, such as lunch and playtime and require coaching and support to help them become effective self-managers.	Monitoring of behaviour logs for dinner times and playtimes.	Middays FC United CG	Half termly through meetings between middays and heads of school.
A.Children are able to talk about, and self-manage their feelings more easily. Children with social / emotional needs make good progress both in terms of self-management and academically.	Developing a consistent approach to behaviour through the language of choice.	Whole school training involving all stakeholders is needed to ensure a consistent and appropriate approach by all. This consistency of approach and high expectations held by all will support children to make the right choices.	Monitoring of behaviour logs and pupil questionnaires / interviews.	CG / LB /	April 2018
B. Ensure that maths / greater depth attainment for Pupil Premium children is in line with their peers.	High quality targeted in class support for children falling behind in any aspect of the core curriculum, either through the use of TAs or class teachers with support from HLTA. Purchase of appropriate interventions / training needs to ensure staff	Children falling behind have additional opportunities to work with the class teacher and TA and are involved in pre-teaching and post-teaching sessions. Children are involved in additional interventions identified by QEST or other outside agencies when required.	Rigorous tracking of Pupil Premium children on a half termly basis to ensure that targets are met and any children falling behind are quickly identified and any issues addressed.	Core subject teams SENCOs CG, LB	Half-termly throughout the year.

	capability to deliver specific interventions.				
B. Ensure that PP / SEND children have targeted provision within and outside of the classroom	New SENCO training, time for SENCOs to meet and discuss strategies. The dissemination of information to teaching / support staff to enable provision mapping and high quality provisions for SEND children.	All staff need to have a sound grasp of the needs of the children within their class, but especially those with SEND. Closer co-ordination between two SENCOs will enable smoother transition between the two sites and consistency of provision. Continued development of the SENCO role and training with all staff will lead to improved attainment and provision for those children.	Provision maps for children reviewed on a termly basis by the SENCOs. Monitoring of intervention strategies through lesson observations and work scrutiny. Tracking of SEND through data analysis.	SENCOs CG, LB	Termly
C. Ensure that Pupil Premium children have the enhanced life experiences to enable them to access the curriculum more effectively	Increase the opportunities for learning outside the classroom through subsidised trips and visitors into school.	Teachers had noticed the limited life experiences of the children specifically related to geographical, historical and scientific knowledge that others had gained through 'real-life' experiences is impacting upon pupil's attainment. Targeted support or pre-teaching will support children to access the curriculum more quickly and effectively.	Data analysis of pupil premium groups in relation to Science, History and Geography.	CG / LB	July 2018
Total budgeted cost					£64350
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. Empower the children to become readers for life and foster a love for reading.	Targeted reading support aimed at improving the levels of attainment and enjoyment of reading.	Children who become fluent readers and readers for life are likely to make greater progress across all subjects.	Tracking children through data analysis and half termly pupil progress meetings. Talking to the children about their reading and how it is helping them in school.	Literacy team CG, LB	Ongoing / Full review July 2018
C. Ensure that Pupil Premium children have the enhanced life experiences to enable them to access the curriculum more effectively	Provide the children with whole class music lessons and any other activities which will support children to develop their talents or interests.	Research has shown that children who access music lessons have improved cognitive and reasoning skills. Children will develop a love for learning if they are able to access activities that they have shown a real interest or talent in.	Pupil Questionnaires. Parent Questionnaires.	CG, LB	July 2018

E. Higher rates of parental engagement and opportunities for parents to access to support as and when required.	Workshops facilitated by SLT / Teaching School or outside agencies to upskill parents to feel more confident when supporting home learning activities.	By providing 'workshops' led by senior teachers or external agencies it is hoped that it will upskill parents, improve parental engagement with school and impact upon pupil attainment.	Feedback from workshop sessions. Monitoring of homework. Parent Questionnaires.	CG / LB Core subject teams QUEST team	April 2018
Total budgeted cost					30810
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?
D. Attendance of the Pupil Premium children comes in-line with the school overall attendance figures.	Larger focus on attendance in all aspects of school life (assembly time, circle time etc.) and making the parents aware of their responsibility to ensure their child attends school. Half termly attendance panel meetings, regular correspondence to parents where we have concerns over attendance. Awards for children who attend school every session in a term.	Children with higher attendance are often those who achieve better in school, and those who have lower than expected attendance are often those who have attainment that falls behind the national expectation.	Tracking of the attendance of the vulnerable children on a weekly basis should show an increase in their attendance, which should in term lead to an increase in attainment for those children.	CG / LB / Oldham MBC Attendance Officer	Half termly / Termly
Total budgeted cost					6480

6. Review of expenditure			
Previous Academic Year		2016/17	
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)
To raise attainment in KS1 reading.	Staff training, linking schools project, sharing of good practice	The chosen approach did not have the impact the school had hoped for and the gap between pupil premium children and their peers is still an area for improvement.	More specific interventions, the use of pre-teaching and more directed teacher time will be a focus next year.
To raise attainment in KS2 reading.	Staff training, linking schools project, sharing of good practice	There was an increase in the pupil premium children attaining the expected standard of 22% which indicates that training did impact upon progress.	These strategies will continue to be used in the future and will be shared with KS1. Any transferable skills will be adopted as part of wider school teaching.
To raise attainment in KS2 writing.	Staff training, linking schools project, sharing of good practice and writing moderation work.	There was an increase of 30% in relation to the number of pupil premium children meeting the expected standard.	The increase in attainment shows that the change in approach to writing throughout the school has led to huge strides being made by all, but especially the PP children. As a school we will continue to work in this way to embed successful strategies.
To raise attainment in KS2 maths.	Staff training, linking schools project, sharing of good practice and writing moderation work.	The chosen approach did not have the impact the school had hoped for and the gap between pupil premium children and their peers is still an area for improvement.	More specific interventions, the use of pre-teaching and more directed teacher time will be a focus next year.

To develop further the writing process within the school.	Review of writing process, Talk for Writing training for staff.	As a result of the work carried out in relation to writing, there has been an increase in attainment throughout the school, and in every year group.	Improvements in the teaching of writing and increase in staff knowledge of the new assessment criteria have become soundly embedded in the school. As a result of this teaching, the quality of writing produced has improved and has resulted in an increase in attainment. Targeted groups for intensive support and intervention during the year have again been identified for the next academic year to ensure children working on the borderline will achieve the expected standard.
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ii. 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)
To improve attendance and punctuality	Reward system in place.	For the whole school, attendance during 16/17 continued to be roughly in-line with national expectations at 95.9%. The attendance figures for pupils eligible for PP funding was 94% and the attendance for SEND pupils was 95.6%. This is an area that the school will focus on in the next academic year.	A much greater focus will be placed on ensuring the most vulnerable children are regular attenders of school. This will be a priority for the next academic year with the use of attendance panels and closer monitoring of all absences.

iii. Other approaches

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)
Enhanced curriculum opportunities for children eligible for PP.	Children eligible for free extra-curricular activities	The wider opportunities music scheme continues to be well received by the pupils to which it is offered. It improves their self-esteem, social skills and cognitive thinking and reasoning.	This approach will definitely continue as it is felt by all involved that there are a huge number of benefits for all the children involved in the class session.