

Pupil Premium Strategy S tatement – 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 disadvantaged children, predominantly in upper Key Stage 2, resulting in these children sometimes finding it difficult to concentrate / access 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 the schools ‘other’ children outcomes.
C.	Children’s limited life experiences impact their ability to progress across some areas of the curriculum.
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 causing them to fall behind due to reduced school hours.
E.	Parents of the disadvantaged pupils sometimes don’t have the resources at home to support their child’s learning.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will social / emotional needs will have improved attainment throughout the school due to a greater involvement in lesson time. Measured through book scrutiny, work sampling and termly assessments.	Pupil Premium children with social / emotional needs will make similar or better progress through the school compared to those who are non-disadvantaged. There will be fewer incidents of Pupil Premium children being removed from class to receive extended time to become calm enough to return to class.

B.	Progress of the Pupil Premium pupils in maths, and at greater depth in all areas, is improved to be in line with, or exceeding non-disadvantaged pupils. Measured through termly assessment scores 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 non-disadvantaged pupils. 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 attendance register at events and monitoring levels of participation at extra-curricular activities.	Pupil Premium children will have access to clubs / extra-curricular activities that they wouldn't otherwise attend. Pupil Premium pupils will be aware of the activities that the school offer and this will increase their levels of participation.
D.	Attendance of disadvantaged children improves to be in line with that of none disadvantaged pupils. Measured on a half termly basis using SIMs.	Attendance of Pupil Premium children is in line with non-PP 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 use of Early Help. Pupil Premium children have access to the resources needed to continue 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 able to talk about, and gain control over their feelings more easily. Children with social / emotional needs will have improved attainment	Training and time out of classroom support for TAs to become skilled and deliver sessions to the children	We want to ensure that the children with social / emotional needs have strategies to deal with problems and issues that arise during the day. We endeavour to do this through targeted groups / social skills / social stories work / through whole class PSHE / circle time and whole school assemblies, to ensure each child has an 'special' adult in school with whom they can speak if needed	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 being substantial. Monitoring of assessment data for children.	EE / CF (SENCOs) SLT	Termly throughout the year
A. Children able to control their feelings more easily, and avoid / minimise hot spots of 'trouble'	Employing extra / specialist lunchtime supervision to help monitor and train the children to gain more control.	The vast majority of children with social and emotional needs experience difficulties at the less structured times, such as lunch and playtime.	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 gain control over their feelings more easily. Children with social / emotional needs will have improved attainment	By developing a consistent approach to behaviour through the language of choice.	Whole school training is needed to ensure a consistent and appropriate approach to behaviour. By lessening the incidents of challenging behaviour the children are more able to concentrate on lesson time and avoid lost learning time.	Monitoring of behaviour logs and pupil questionnaires / interviews.	CG / LB /	April 2018
B. Ensure that maths / greater depth attainment for Pupil Premium children matches non PP children	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 capability to deliver specific interventions.	Children working on a more focused area of a subject and in a smaller group will benefit from the smaller ratios. Any children, throughout the year, who is not making sufficient progress will be placed in a 'booster group' to access temporary support until they can be reintegrated within the class. If after intervention the child/ren are not at a level where Quality First whole class teaching can enable sufficient progression, specialist support will be sought.	Rigorous tracking of Pupil Premium children on a half termly basis to ensure that targets are met and any children falling behind are quickly recognised and any issues addressed.	Core subject teams SENCOS	Half-termly throughout the year.
B. Ensure that PP / SEND children have targeted provision within	New SENCO training, time for SENCOs to meet and discuss strategies. The	All staff need to have a sound grasp of the needs of the children within their class, but especially those with SEND. Closer co-	Selecting of appropriate course and training for the needs of SENCOs and specific staff. Provision maps for	SENCOs	Termly

and outside of the classroom	dissemination of information to teaching / support staff to enable provision mapping and high quality provisions for SEND children.	ordination between two SENCOs will enable smoother transition between the two sites and ensure a higher quality provision from site to site. Continued development of the SENCO role and training that is then shared with all staff will lead to improved attainment for those children.	children reviewed on a termly basis by the SENCOs		
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 trip 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.	Monitoring the access for learning outside the classroom opportunities for children.	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.	Those children who become fluent readers and readers for life will have improved attainment across all subjects. They will develop a positive approach to reading and it will no longer be a barrier to learning.	Monitoring of the children within the reading groups in terms of their progression in reading and across the curriculum. Talking to the children about their reading and how it is helping them in school.	Literacy team	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 will whole class music lessons and then continued 'wider opportunities' support for Pupil Premium children.	Research has shown that children who access music lessons have improved cognitive and reasoning skills.	Interviewing the children and monitoring the number of children that continue with the wider opportunities lessons and then into high school.	DG	July 2018
E. Higher rates of parental engagement and parents having the skills or knowledge where to gain access to support.	Specifically targeted parental meetings for those who find it more challenging to support their children at home with reading / homework etc. Workshops provided by SLT / outside agencies to facilitate increased engagement.	The attainment of some children is hindered by coming from an environment where help cannot, for whatever reason, be provided. By providing 'workshops' lead by senior teachers or external agencies it is hoped that it will upskill parents and improve parental engagement with school	Dates and times for meetings clearly communicated to parents. Parent questionnaires and reviews to support further	CG / LB Core subject teams QEST 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?
C. Ensure that Pupil Premium children have the enhanced life experiences to enable them to access the curriculum more effectively	Subsidise school trips for children who would otherwise be unable to access them.	Learning outside the classroom plays a critical part in the development of the child. School trips, including those of a residential nature are an important part of this and lead to improved self-esteem. Funding would allow children to access this.	Monitor the children who have access to school trips and ensure that finance is not a reason why a child is not attending. St John's staff to liaise with residential staff to ensure that the needs of all children on the trip are met.	CG	July 2018
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	Although progress was made, it was maybe not as impactful and we'd have hoped. Year 2 expected standard improved from 72% to 75%. Those achieving the higher standard rose similarly from 22% to 25%. We will look at alternate approaches in order to move the reading attainment further forward. The impact on PP children was less successful as there was a drop year on year of 10% in the number of PP children reaching the expected standard.	This was also a whole school target and it is felt that whilst concentrating on the whole cohort, teachers may not have given extra focus to the PP children. For the next academic year the support will have a much larger focus on the PP children and successful practice in KS2 will be shared.
To raise attainment in KS2 reading.	Staff training, linking schools project, sharing of good practice	Good progress was made with an increase of 6% of children achieving the expected standard in reading and an increase of 4% of children achieving greater depth. For PP children there was an increase in attaining the expected standard of 22%.	We were very happy with the increased attainment in reading, and specifically that of the PP children. Lessons learnt from this year will continue to be used in the future and also 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.	Excellent progress was made in writing as there was an increase in attainment at the expected level of 18% for all pupils and 30% for PP pupils.	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 impact of the maths training wasn't as substantial as would have been hoped. There was an overall increase in attainment at the expected level of 3%, but a slight fall in attainment of the PP children of 3%.	Whilst training for staff did take place, too much of the focus was placed on writing after particularly poor results in 2015. This will be an area of focus for the next academic year.

To develop further the writing process within the school.	Review of writing process, Talk for Writing training for staff.	Throughout the school the increased focus on writing has meant that 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. For the next academic year we are looking at other ways of enhancing the curriculum through the use of music.