

Pupil premium strategy statement St John's CE First School

1. Summary information					
School	St John's CE First School				
Academic Year	2019-20	Total PP budget	£38,280	Date of most recent PP Review	July 2019
Total number of pupils	147	Number of pupils eligible for PP	29	Date for next internal review of this strategy	February 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average KS1 2018)</i>
% passing the Year 1 phonics check (9 pupils)	50%	
% convert EYFS Exp to KS1 Exp in reading (or equivalent)	100%	79%
% convert EYFS Exp to KS1 Exp in writing (or equivalent)	100%	74%
% convert EYFS Exp to KS1 Exp in maths (or equivalent)	100%	80%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Some children enter the school with low starting points and therefore require greater catch up throughout the school to reach standards in line with their peers.
B.	Some eligible pupils have gaps / delays in early speech and language development, leading to specific difficulties with reading, phonics and writing.

C.	Some pupils have the potential to achieve greater depth in some area of their learning with the appropriate support	
D.	Some pupils exhibit behavioural / emotional issues, including poor concentration, distractibility and low self - esteem, leading to reduced resilience and underachievement in their learning.	
External barriers		
E.	Low attendance rates (Below 96% for PP children)	
F.	Some cases of decreased self-esteem, resilience and confidence and poor social skills Financial constraints mean PP children do not have access to the opportunities non PP children have such as residential trips and extra-curricular activities.	
G.	Some cases of limited school readiness (lack of sleep, breakfast and limited understanding of the role of parenting within education)	
4. Desired outcomes		Success criteria
A.	PP children will achieve in line with their peers at the end of EYFS and Y2 in reading, writing and maths and in Year 1 phonics. The gap will close between PP children and their peers across the school.	Half termly tracking of pupil progress will ensure assessments show flightpath is maintained or exceeded in order to reduce the gap between PP children and non PP children
B.	The gap will close between PP children and their peers across the school. Improve speech, language and communication skills for eligible pupils across the school.	British Picture Vocabulary scale shows reduced gap between scaled score age and actual age. SALT assessment confirms gaps are reduced / eliminated. Pupils meet termly SALT support plan targets and maximise progress in reading, writing, speaking and listening by the end of the Key Stage. SL & C does not grow into a long term barrier to progress / attainment. Pupils in Reception make better than expected progress. Pupils in receipt of pupil premium will maintain or exceed their flightpath in reading, writing and maths.

C.	The number of PP children working at greater depth in reading, writing and maths will increase.	Half termly tracking of pupil progress will ensure assessments show flightpath is maintained or exceeded in order to increase in the number of PP children reaching GD
D.	Build self-esteem, learning esteem, emotional resilience and social skills of eligible pupils with bespoke support from ELSA support, nurture group, School Councillor, one to one work, small group work and access to enrichment activities such as Forest School.	Boxall Profiles show progress over time from baseline scores and/or reflect improved balance in pupils' profiles across all areas of EL; Class teachers report progress in learning engagement termly through support plan reviews; Pupils make at least comparable progress to their peers and achieve targeted outcomes by end of year; Higher performing pupils demonstrate attainment at greater depth.
D.	PP children will attend school at least 96.4% of the time.	Monitoring of Attendance data shows PP children at 96.4%+ Attendance meetings for pupils causing concern. Parent support advisor has supportive relationships with targeted parents
E.	Pupils in receipt of the Pupil Premium come to school with all the necessary equipment and can access the full range of curricular and extra-curricular opportunities.	Tracking of clubs, trips and residential show PP children are represented proportionally Strengths and Difficulties questionnaires for PP children show improvement over the year. Ollie and his Superpowers demonstrates improvement of self esteem in the classroom.
F	Parents will be provided with support to ensure that pupils arrive ready for the school and day and prepared and understand the importance of this for successful learning outcomes	Support from Parent Support Advisor - P Skipp Breakfast club Attendance of vulnerable families at parents evening and other school events ie workshops, information meetings, celebration of learning

5. Planned expenditure**Academic year****2019-20**

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?**

<p>A. Children in receipt of pupil premium will achieve in line with their peers at the end of EYFS and Y2 in reading, writing and maths and in Year 1 phonics. The gap will close between PP children and their peers across the school.</p>	<p>Prioritising high quality feedback during lessons that is specific, accurate and clear.</p> <p>Rigorous daily quality first phonics teaching in KS 1 and Reception and regular spelling lessons in KS2.</p> <p>High quality, well chosen texts used for shared, guided and individual reading opportunities with a focus on reading for pleasure in addition to becoming fluent quickly.</p> <p>RICS used in all classes from year 2 to 4 to develop comprehension skills.</p> <p>Effective phonic assessment systems for children who are falling behind in reading or writing or those who have the potential to reach or maintain GD</p> <p>Maths assessments to identify children falling behind in maths or those who have the potential to reach or maintain GD</p> <p>Training in Synthetic phonics and reading for all staff.</p> <p>Maths fluency sessions in all classes from Year 1 to 4 daily including times</p>	<p>EEF - Feedback has been proved to have a high impact on raising standards for a very low cost</p> <p>EEF - Reading Comprehension has moderate impact for very low cost based on extensive evidence.</p> <p>On average reading comprehension strategies improve learning by an additional 5 months over the course of a year.</p> <p>EEF - Synthetic Phonics has shown to have moderate impact for very low cost based on extensive evidence (particularly 4-7 year olds).Expertise is a key component to success.</p>	<p>Rigorous monitoring and tracking to ensure impact</p> <p>Lesson observation, pupil interviews and work scrutiny</p>	<p>SLT and English and Maths Leads</p>	<p>Half Termly</p>
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	tables practice.				
Total budgeted cost					
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?
1. Improved speech, language and communication skills for eligible pupils across the school.	Early identification and referral. Targeted speech, language and communication support for eligible pupils with trained TA. Pupils in receipt of PP will be screened using the British Picture Vocabulary scale.	PP eligible pupils who started school with global developmental delay are experiencing additional barriers to learning in English, caused by their delayed speech, language and communication skills. Targeted speech, language and communication support is required to continue to narrow the achievement gap. NFER confirm it is good practice to deploy high quality staff to support disadvantaged pupils. All Key stage One and Reception pupils will be screened using the British Picture Vocabulary scale and those scoring below age related expectations will receive appropriate intervention including pre-teaching.	Feedback on speech, language and communication support from specialist SALT team. Teacher assessment will indicate impact over time on pupil achievement in reading and writing. Termly support plan reviews will give detailed feedback on impact of specific SALT strategies. PP pupils will be screened in October and appropriate support planned on PP trackers for those pupils requiring additional support.	SENDCo Supervisory TA SALT	Termly
2. To provide sustained challenge for pupils who, with the correct support,	Wave 1 targeted support to develop skills to work at greater depth. Ensuring that language is not a barrier	EEF - Targeted small group and one-to-one interventions have the potential for the largest	Support from Strategic Leads in the Trust and School Improvement	Head teacher Class teacher	Termly

could achieve greater depth.	to greater depth potential. One to One support and small group opportunities provided when appropriate. (not exclusively PP pupils) Well planned greater opportunities and questioning planned for	immediate impact on attainment. Sutton Trust - 'Academically able but disadvantaged pupils' - Academically able but disadvantaged pupils gradually fall behind while they are at school.	Team to ensure greater depth opportunities are appropriate. Identify pupils who have potential to achieve greater depth. Use the British Vocabulary Scale to identify pupils who may have language as a barrier or a strength.		
3.Improved confidence, self-esteem and learning esteem for targeted eligible pupils across the school.	Trained TA to deliver ELSA, I Can Problem Solve and Nurture 1:1 or for small groups. Specialist trainedTA to work alongside identified children in class to build relationships and reinforce intervention in class.	PPE trackers for individual pupils detailing bespoke ELSA work to address agreed identified priorities resulting from needs identified by class teachers and SLT. Mental health and behaviour in schools (March 2016 DfE) makes it clear that disadvantaged learners are more at risk of mental health issues and consequently St.John's takes a proactive approach to tackling these issues to ensure children are in a 'fit state for learning' with acquired skills and self-belief to persevere when presented with challenges.	ELSA and nurture work to be monitored by class teachers and SLT. Impact to be tracked half-termly. Measurable outcomes to be evaluated using social and emotional grid and Boxall Profiles alongside qualitative data.	Headteacher SENDCo	Termly
Total budgeted cost					
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?
<p>PP children will attend school at least 96.4% of the time.</p>	<p>Utilising the skills of the Family Support worker (Pam Skipp) to support vulnerable families.</p> <p>Raising the importance of regular attendance with all stakeholders and holding individuals to account.</p> <p>Office team and SLT to monitor pupils attendance and to take action in line with MAT policy should individual pupils' attendance rates give cause for concern.</p> <p>Bespoke attendance meetings.</p> <p>School to offer a free breakfast club 5x days a week to all PPF pupils in the school to encourage regular and punctual attendance.</p>	<p>Ofsted state that addressing attendance is a primary step in the use of PP funding.</p> <p>EEF - magic breakfast club</p>	<p>Attendance analysis of PP children half termly</p> <p>Attendance of PP is at least 96.4%</p> <p>Tracking of breakfast club participation levels</p>	<p>SLT Admin</p>	<p>Monthly</p>
<p>Pupils in receipt of the Pupil Premium come to school with all the necessary equipment and can access the full range of curricular and extra-curricular opportunities.</p>	<p>School office team leader to take responsibility for ensuring that all parents of PPE pupils remain well informed about their entitlement to financial & other support in order for pupils to access the full range of school opportunities including clubs, breakfast club, school uniform, after</p>	<p>Not all PPE families are aware or take advantage of the extra-curricula opportunities that are available to them. EEF magic breakfast club Ofsted publications on the use of PP and the Research report issued in November 2015 by the NFER</p>	<p>SLT to review use of PP funding to maximise access and participation at regular half-termly meetings. Letters and information re-sent to all parents at</p>	<p>Head teacher Admin</p>	<p>Termly</p>

<p>Parents will be provided with support to ensure that pupils arrive ready for the school and day and prepared and understand the importance of this for successful learning outcomes</p>	<p>school club and trips. Free milk for KS2 PPE pupils.</p> <p>Participation in School Council and Worship team, sports ambassadors and librarians.</p> <p>ELSA/Counsellor (Ollie's Super Powers) in school to support with emotional difficulties</p> <p>Working with Family Partnership Zone to support vulnerable families.</p> <p>Utilising the skills of the Family Support worker (Pam Skipp) to support vulnerable families.</p>	<p>all state that effective use of the PP removes barriers for PP children. These interventions address those physical needs. Ofsted also state that addressing attendance is a primary step in the use of PP funding.</p> <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)</p> <p>Mental health and behaviour in schools (March 2016 DfE) makes it clear that disadvantaged learners are more at risk of mental health issues and consequently St John's takes a proactive approach to tackling these issues to ensure children are in a 'fit state for learning' with acquired skills and self-belief to persevere when presented with challenges.</p> <p>Ofsted publications on the use of PP and the Research report</p>	<p>key points during the school year. Office staff to monitor breakfast club /extra-curricular / enrichment participation for PPE pupils Tracking of PPF pupils applying for and joining eco champions,, school council, play leaders. Weekly briefing meetings ensure PPE children are a priority and all staff know who they are.</p> <p>Tracking of breakfast club participation levels</p> <p>6 week evaluations of the impact of Ollie's Super Powers using SDQ's.</p>		
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		issued in November 2015 by the NFER all state that effective use of the PP removes barriers for PP children. These interventions address those physical needs.			
			Total budgeted cost		

Abbreviations: PP: Pupil Premium NFER: National Foundation for Educational Research DfE: Department for Education EEF: Education Endowment Foundation TA: Teaching Assistant SLT: Senior Leadership Team SMT: Senior Management Team SEN: Special Educational Needs SENCo: Special Educational Needs Coordinator EYFS: Early Years Foundation Stage ELSA: Emotional Literacy Support Assistant

Review of expenditure	
Previous Academic Year	2018-2019
<p>We are pleased with the achievement of our Pupil Premium group during 2018-19.</p> <p>50% of pupils eligible for pupil premium at St.John's First School achieved the expected standard or better in reading, writing and maths compared to 80% of non PPE pupils at the end of Key Stage One. However, 100% of PPE pupils maintained their flightpaths from reception and 7% of these pupils exceeded their flightpath targets compared to 1% of non PPE pupils. This reflects and validates the focus given to basic skills in English and Maths through PP intervention work. Disadvantaged pupils have clear trackers where barriers are identified and support is reviewed effectively. There is evidence in the pupils' books that targets are worked on once identified. Leaders know the pupils and their families well. A number of pupils are receiving emotional support including ELSA (4 pupils) and Ollie and his Superpowers (3 pupils). Additional I Can Problem Solve sessions in Reception resulted in disadvantaged children in reception making an average of 4 terms progress in PSED at the end of the year and 100% of disadvantaged pupils achieved their ELG.</p> <p>The skills of the Family Support worker (Pam Skipp) to support vulnerable families have been utilised effectively to support</p>	

vulnerable families. St.John's has also actively engaged with the Family Partnership Zone to support vulnerable families. All Year 4 pupils in receipt of pupil premium attended the Leeson House residential. There has been an increased take up of after school clubs and music lessons. 63% of disadvantaged children took part in a school club. 5% increase to the previous year. Pupil voice groups were represented by at least two pupils in receipt of Pupil Premium every term. PPE children were actively encouraged to apply for these positions. All PPE were given an adult in school to check in with them weekly.

The school did not meet their target of Pupil Premium children attending school at least 96% of the time. Breakfast club was offered to all Children in receipt of Pupil Premium and was taken up regularly by 2 children. This had some impact on attendance. There was a significant reduction in persistent absenteeism for PP pupils. The relentless approach to supporting individual families from all school staff is a key factor for this sustained improvement. The school has worked closely with Dorset family Partnership Zone and DCC attendance officer. This will continue to be a focus for the next academic year.