

# Pupil premium strategy statement St John's CE Primary School



1. Summary information					
<b>School</b>	St John's CE Primary School N20				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£41,220	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	209	<b>Number of pupils eligible for PP</b>	34	<b>Date for next internal review of this strategy</b>	March 2019

2. Attainment at KS2		
8 children	<i>Pupils eligible for PP (St John's)</i>	<i>All Pupils (national average)</i>
<b>% achieving the national expected standard or above in Reading</b>	<b>25%</b>	71%
<b>% achieving the national expected standard or above in Writing</b>	<b>50%</b>	76%
<b>% achieving the national expected standard or above in Maths</b>	<b>50%</b>	75%
<b>% achieving the national expected standard or above in GPS</b>	<b>66%</b>	77%

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<b>% achieving the national expected standard or above in reading, writing &amp; maths</b>	<b>13%</b>	<b>61%</b>
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## Attainment at KS1

4 Children	<i>Pupils eligible for PP (St John's)</i>	<i>All Pupils (national average)</i>
<b>% achieving the national expected standard or above in Reading</b>	<b>25%</b>	<b>79%</b>
<b>% achieving the national expected standard or above in Writing</b>	<b>50%</b>	<b>72%</b>
<b>% achieving the national expected standard or above in Maths</b>	<b>50%</b>	<b>79%</b>

## Attainment in Year 1 Phonics Screen

2 children	<i>Pupils eligible for PP (St John's)</i>	<i>All Pupils (national average)</i>
<b>% achieving the national expected standard in the Year 1 phonic screening</b>	<b>100%</b>	<b>84%</b>

<b>1. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	High attaining PP pupils are making less progress than other high attaining pupils.
<b>B.</b>	Low attaining PP pupils make less progress than other low attaining pupils within year. This has an impact on low attaining PP pupils achieving age related expectations
<b>C.</b>	PP with SEND pupils do not make as rapid progress as PP without SEND pupils. This has an impact on the attainment of PP pupils with SEND
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	<p>There is a correlation between PP and EAL children (33%). This has an impact on their reading and writing achievement.</p> <p>There is a correlation between PP and SEN children (33%). This has an impact on achievement.</p>
<b>2. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>

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<p><b>A.</b></p>	<p>Higher rates of progress across KS2 for high attaining pupils eligible for PP</p>	<p>Pupils eligible for PP identified as high attaining make as much progress as 'other' pupils identified as high ability in maths, reading and writing. Measured in YR, Y1, Y2, Y3, Y4, Y5, Y6 by teacher assessments and successful moderation practices as well as national data in YR, Y2 and Y6</p>
<p><b>B.</b></p>	<p>Higher rates of progress for low attaining pupils eligible for PP</p>	<p>Pupils eligible for PP identified as low attaining make as much progress as 'other' pupils identified as low ability in maths, reading and writing. Measured in YR, Y1, Y2, Y3, Y4, Y5, Y6 by teacher assessments and successful moderation practices as well as national data in YR, Y2 and Y6</p>
<p><b>C.</b></p>	<p>Higher rates of progress for SEND pupils eligible for PP</p>	<p>Pupils eligible for PP identified as SEND make as much progress as 'other' pupils identified as SEND ability in maths, reading and writing against their individual targets. Measured in YR, Y1, Y2, Y3, Y4, Y5, Y6 by teacher assessments and successful moderation practices as well as national data in YR, Y2 and Y6</p>

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D.	Improved reading and writing skills for pupils with EAL and eligible for PP	Pupils eligible for PP identified as EAL make as much progress as 'other' pupils identified as EAL in maths, reading and writing. Measured in YR, Y1, Y2, Y3, Y4, Y5, Y6 by teacher assessments and successful moderation practices as well as national data in YR, Y2 and Y6
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### 3. Planned expenditure

Academic year	2017-2018
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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?
To consolidate children's learning and ensure that they read regularly	Reading club / homelearning	Children who are able to read, are able to learn	Home learning / reading club to take place every day after school Monitor and record children who read	Senior Leadership Team	Termly

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Develop school learning culture	Learning Culture	International and national evidence suggests that people with a growth mindset achieve better than those who do not.	Use inset days and staff insets to deliver information to staff. Follow up in lesson observations, pupil voice and evidence in books	Headteacher	March 2018
Improve progress and attainment in reading.	Purchase new reading scheme books	Books help children learn to read and write.	Purchase new resources Implement reading strategy in line with the Institute of Education (book banding).	Headteacher & English Leader	July 2018
Improve progress and attainment in reading.	Purchase new guided reading books	Books help children learn to read and write.	Purchase new resources Implement reading strategy in line with the Institute of Education (book banding) Insets on guided reading, follow up with pupil voice, and evidence in books and folders.	Headteacher & English Leader	July 2018
Improve the standard of grammar across the school	No Nonsense Grammar	Full coverage of the grammar national curriculum	Purchase new resource and implement throughout the school.	English Leader	July 2018

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Improve parent interaction with reading	Reading Café and	Creates a partnership between parents, children and school.	Dates in school diary for termly reading café sessions.	English Leader	July 2018
Improve progress and attainment in reading	Continue to develop school library	Books help children learn to read and write.	Purchase new resources – in particular non-fiction books. Develop the library space.	Headteacher & English Leader	March 2018
<b>Total budgeted cost</b>					<b>£ 7,800</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To close the attainment and progress gap in Year 6 and Year 2	Small group teaching in Year 2 and Year 6	Small group teaching improves opportunities for children to make rapid progress.	Teacher and teaching assistant will timetable, track and evaluate progress overseen by Inclusion Leader	Senior Leadership Team	July 2018
To close the attainment and progress gap in phonics	Small group phonic intervention in YR, Y1 and Y2	Small group teaching improves opportunities for children to make rapid progress.	Teacher and teaching assistant will timetable, track and evaluate progress overseen by Inclusion Leader	Senior Leadership Team	July 2018

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To close the attainment and progress gap for EAL children	EAL toolkit and small group additional teaching	The amount of children with English as an additional language is increasing.	Teacher and teaching assistant will timetable, track and evaluate progress overseen by Inclusion Leader	Senior Leadership Team	July 2018
Close the progress and attainment gap in writing in Lower Key Stage 2	Pirate writing crew	Edgehill University developed a writing intervention that has proven evidence to close the writing gap in Year 3.	Teacher and teaching assistant will timetable, track and evaluate progress overseen by Inclusion Leader	Senior Leadership Team	July 2018
Close the progress and attainment gap in writing in Lower Key Stage 2	Dragon Hunters	Edgehill University developed a writing intervention that has proven evidence to close the writing gap in Year 4.	Teacher and teaching assistant will timetable, track and evaluate progress overseen by Inclusion Leader	Senior Leadership Team	July 2018
To raise attainment and progress for higher attaining pupils	Weekly small group sessions in Maths and English for high attaining pupils in Year 2 and Year 6	To increase the percentage of pupils working at a greater depth – above age related expectations.	Teacher and teaching assistant will timetable, track and evaluate progress overseen by Inclusion Leader	Senior Leadership Team	July 2018

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To close the attainment and progress gap in reading	Better Reading Partners	To support children who are having difficulties with reading	DHT and TA to attend training DHT	Deputy Headteacher	July 2018
To improve the progress and attainment of disadvantaged children	Teaching Assistant	Teaching assistant works in class 3 mornings a week with disadvantaged children	DHT and CT to oversee the initiative. Tracking to take place of objectives and improvement.	Senior Leadership Team and Class Teacher	July 2018
<b>Total budgeted cost</b>					<b>£ 26,800</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve attendance of PP eligible pupils	Attendance at breakfast school Clubs	By offering parents free breakfast and childcare before school attendance and punctuality should improve	Inform disadvantaged families. Work in partnership with disadvantaged children whose attendance and punctuality needs improvement Monitor and track every 6 weeks	Headteacher	Every 6 weeks

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To give PP eligible pupils the same enriching opportunities as 'other' pupils	The school to contribute towards the cost of enriching opportunities such as school trips, music tuition and after school clubs	Giving disadvantaged children equal opportunities to those who are not disadvantaged.	Regularly monitor and review Work in partnership with disadvantaged families	Senior Leadership Team	Termly
To allow parents opportunities to work, earn money and provide for their children	Attendance at After school club	Giving disadvantaged families the opportunity for wrap around child care	Inform disadvantaged families Work in partnership Monitor every term	Senior Leadership Team	Termly
To develop and improve the effective use of teaching assistants	Local Authority Advisor to work with leadership team	To identify an effective way to improve the teaching skills of teaching assistants to raise standards across the school	Investigate Report Targets Trials	Senior Leadership Team	March 2019
<b>Total budgeted cost</b>					<b>£ 14,700</b>

4. Review of expenditure				
Previous Academic Year		2016-2017		
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)	Cost
Develop school learning culture	Learning Culture	Yes, the success criteria was met. The school has a strong learning culture based on a growth mindset. Children approach their learning with a positive 'can do' attitude and are positive about their difficulties and achievements.	We will continue with this approach	£400
To raise standards of teaching and learning across the school.	Challenge Partners	Whilst the actions were carried out, evidence suggested that the success criteria was partially met.	Initially, this was a good investment, however as teaching and learning has improved the services Challenge Partners (along with the increase in cost) provides is no longer value for money. We will not be continuing this approach	£6000

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Improve progress and attainment in reading.	Purchase new reading scheme books	The success criteria was met. Children throughout the school, but in particular EYFS and KS1 are reading regularly at school and at home. As a result fluency and enjoyment of reading has improved as has the progress and attainment of children in EYFS and KS1	We will continue this approach	£1000
Improve progress and attainment in reading.	Purchase new guided reading books	The success criteria was partially met. A love of reading, an increase in quality texts, an increase in the amount of reading taking place have all been achieved. KS2 Progress measures are also above National for all students, however regrettably not those who are disadvantaged.	We will continue this approach	£1000
Improve the standard of grammar across the school	No Nonsense Grammar	The success criteria has been met to date. Attainment in KS2 is above the national average and all year groups are now learning a structured programme of grammar with progression.	We will continue this approach	400
Improve parent interaction with reading	Reading Café	The success criteria has been met. Termly Reading Café mornings took place with considerable attendance and enjoyment.	We will continue this approach	£350

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Improve progress and attainment in reading	Continue to develop school library	The success criteria has been partially met. The Library has been turned into a pleasant learning space, re-organised and painted. A number of non-fiction books have been purchased to help towards topic learning.	We will continue this approach	£1000
To close the attainment and progress gap in Year 6 and Year 2	Small group teaching in Year 2 and Year 6	The success criteria was partially met. The attainment gap was closed however was not significantly closed. The attainment and progress of disadvantaged children this year was below that of all children nationally.	Review the approach. Consider working with an expert consultant, an LA disadvantage review and working with the LA to improve teaching and learning for disadvantaged children.  We will review, amend and continue this approach	£7300
To close the attainment and progress gap in phonics	Small group phonic intervention in YR, Y1 and Y2	The success criteria was met. 100% of disadvantaged children achieved the pass mark in the phonics screen compared to 84% all children nationally.	We will continue this approach	£2500
To close the attainment and progress gap for EAL children	EAL toolkit and small group additional teaching	The success criteria was not met.	The equipment was not purchased and out of class interventions did not take place.  We will review this approach	£1129

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Close the progress and attainment gap in writing in Lower Key Stage 2	Pirate writing crew	The success criteria was partially met. There was evidenced based progress for the children who took part in the intervention	Due to timetable and staffing constraints the Pirate Writing Crew intervention did not run as regularly as it should have, hence less progress was made by the children.  We will review the arrangements of this approach and continue	£3000
Close the progress and attainment gap in writing in Lower Key Stage 2	Dragon Writers	The success criteria was partially met. There was evidenced based progress for the children who took part in the intervention	Due to timetable and staffing constraints the Dragon Writers intervention did not run as regularly as it should have, hence less progress was made by the children.  We will review the arrangements of this approach and continue	£3000
To raise attainment and progress for higher attaining pupils	Weekly small group sessions in Maths and English for high attaining pupils in Year 2 and Year 6	The success criteria was partially met. High achieving children in KS1 made better than national progress by the end of KS2.	We will review this approach	£2300
To close the attainment and progress gap in reading	Better Reading Partners	The success criteria was met. Children who took part in this intervention made good progress.	More resources need to be dedicated to this intervention to help more children.  We will continue this approach	£1130

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Improve attendance of PP eligible pupils	Attendance at breakfast and after school Clubs	The attendance of all children has improved and is above national. The attendance of disadvantaged has increased from 94% to 95%	We will continue this approach	£4500
To give PP eligible pupils the same enriching opportunities as 'other' pupils	School trips and journeys Music tuition	The success criteria was met. Disadvantaged children, who were given the same enriching opportunities as all other students.	We will be continuing this approach	£1000
To offer the best opportunities for PP children	BPSI Pupil Premium Review	The success criteria was not met. The review did not take place.	We will try this approach next year	£1000
Improve reading attainment across the school	Create a library	Yes, this was successful. We have created a school with a passion and love of reading. PP children in EYFS	Not enough reading scheme books purchased and needs longer to embed.  We will continue this approach	£8000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

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Raise the standard of reading and writing in Year 2 and Year 6	English Interventions	Yes, the success criteria was met, in that 100% of PP eligible pupils in Y6 achieved the National standard in reading compared to 'other' children nationally at 66%.	The intervention started in the Summer term, we have implemented an earlier starting point in the year. We will continue this approach	£5000
Raise the standards of spelling throughout the school	No Nonsense Spelling	Yes, this was successful, however needs to be embedded into the curriculum.	We will continue this approach	£500
Raise the standard of maths in Year 2 and Year 6	Maths Interventions	Yes, the success criteria was met, in that 80% of PP eligible pupils in Y6 achieved the National standard in reading, 1 child missed out by 1 mark. Compared to 'other' children nationally at 77%.	The intervention started in the Summer term, we have we have implemented an earlier starting point in the year. We will continue this approach	£5000
Raise the percentage of children achieving the pass mark in phonics	One to one Phonics	Yes, the success criteria was met 100% of PP eligible pupils met the pass mark for phonics screening compared to 'other' children nationally at 80%.	We will continue this approach	£2500

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Increase the amount of low achieving children reaching ARE in reading in KS1	5 minute English Box Word Shark	This was successful to some extent. 100% of PP eligible pupils met the phonic pass mark however, only 33% of low achieving PP Year 1 children are working at ARE. Evidence from both interventions show good progress.	Teaching needed to be more targeted and tracking and monitoring systems can be even more vigorous.  We will continue this approach	£1000
Increase the amount of low achieving children reaching ARE in maths in KS1	5 minute Maths Box Number shark	This was successful to some extent. 0% of low achieving PP eligible pupils are working at ARE in Year 1. However progress was evident from both interventions.	Teaching needed to be more targeted and tracking and monitoring systems can be even more vigorous.  We will continue this approach	£1000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve attendance of PP eligible pupils	Attendance at breakfast school Clubs	Yes the success criteria was met. PP eligible children's attendance increased from 94.25% (July 2015) to 95.5% (July 2016)	To ensure that all PP eligible families are aware that attendance at breakfast and after school club is free.  We will continue next year.	£4500

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To give PP eligible pupils the same enriching opportunities as 'other' pupils	School trips and journeys  Music tuition	Yes, this was successful. All PP eligible children attended the Y5 and Y6 school journeys and school trips.	We will continue next year.	£1000
To allow parents opportunities to work, earn money and provide for their children	Attendance at afterschool school Clubs	Yes, the success criteria was met. 45% of disadvantaged children attend the after school club	We will continue next year.	£8500
To set up infer structure, staff training and purchase of chrome books.	Improve ICT skills throughout the school	Yes, this was successful, however need more chrome books and embed them in the school curriculum.	We will continue next year.	£6000