

## Pupil Premium Strategy Autumn 2018-19

### Including Impact of Spending 2017-18

#### St John's CE Primary School Pupil Premium Expenditure

Due to the small numbers to whom this is applicable, and in order to safeguard confidentiality for individual pupils, some of the information in our strategy is generic.

Pupil Premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement.

The Pupil Premium Grant includes pupils on the annual census known to have been eligible for free school meals in any of the previous six years, as well as those eligible at the time of the census. It also includes pupils who have been eligible for the Service child premium, as well as any pupils who are or were previously 'Looked After Children'

All schools are required to report on the amount of funding and how this is being used. We review this strategy annually, in September.

As with all children at St John's, to ensure maximum impact the needs of children entitled to the Pupil Premium are clearly identified, steps are taken to meet their individual needs and their progress is closely monitored, by teachers on a daily basis and by the senior management team termly, throughout their time with our school. Where small group / 1:1 support is felt to be most beneficial Pupil Premium may be used to support this provision.

## Principles

Teaching and learning at St John's is designed to meet the individual needs of all children.

- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

## St John's Final Pupil Premium Grant for 2018-19 is anticipated to be around £23940

Our Pupil Premium grant for 2018/19 is based on January Census 2018; 12 eligible for FSM/ Ever 6 FSM (£1320) and 4 service children (£300) and 3 previously Looked After Pupils (£2300).

Early Years Pupil Premium £Nil at present

## St John's Summary of Main Barriers to Educational Achievement faced by Eligible Pupils at the School

A.	Poor home life leading to lack of self-esteem and lack of focus in lessons
B.	Need for support at Early Help level
C.	Lack of routine leading to tiredness in school and poor attention/behaviour
D.	Behaviour impacting on focus during lessons, needing time out to calm down and missing parts of lessons
E.	Child Protection Issues causing low self-esteem, tiredness and poor focus in lessons
F.	Self Esteem - nurture and support.
G.	Lack of real life experiences to apply to writing and maths skills
H.	SEND needs affecting progress

## St John's Allocation Provision

Funding is allocated individually, but provision varies according to identified barriers, age, individual needs and interests. Due to the small numbers of eligible pupils per year group, the funding is allocated in the following ways:

The Governing Body of St John's have decided that this grant will be most effectively spent on supporting children's learning in the classroom and emotional health and wellbeing by providing:

- Pastoral support and intervention, Staff training and time to support targeted Early Help intervention and support; £1000
- Additional Teaching Assistant support to provide pastoral support £8,000
- Teaching Assistant available to meet with parents on the yard in a morning to "meet and greet"; £300
- Forest School sessions across the school; £200 (to provide real life & social experiences)
- School uniform;£100
- Fewer numbers of pupils in each class (paying for more teachers);£12,000
- High quality first teaching supported by quality professional development (training teachers in maths mastery- release time); £1200
- Raising pupil aspirations through engagement/aspiration programmes such as funded educational visits/extra-curricular activities and subsidised musical instrument tuition (as appropriate); £100 (developing the whole child as well as providing contexts for pupil's writing and maths)
- Curriculum support;  
targeted intervention; groups, inside and outside of lesson times, focused on reading, phonics, writing; sentence construction, number gym and targeted maths (as appropriate);£500
- Individual or small group teacher/ teaching assistant led intervention activities, e.g. nurture group for phonics, Maths tutor, teacher support for guided reading and maths projects; £540
- Funding educational visits, lunchtime clubs and extra-curricular clubs.(as required)

## St John's Rationale for Provision

The chosen provisions have been made due to the following rationale;

- The school has also used its own internal analysis and research to develop effective use of the funds
- Early Help guidance and support - Shropshire Council
- Utilising local cluster developments and sharing of good practise
- Following reference to outstanding schools and their proven outcomes in utilising funds
- Use of the EEF toolkit for evidence based practise

## Impact of Pupil Premium spending 2017-18 (£27,690)

The table below gives an explanation of how the money was spent and the impact it had. Many of these interventions also received funding from the main school budget. The amount shown in brackets is the Pupil Premium money not the total cost of the initiative.

Strategy	Actions	Impact
Fewer numbers of pupils in each class; made possible through the employment of more teachers; £12,140 Teaching assistant support £10,000	Employment of Maths Mastery teacher for year 5/6 Employment of a designated member of staff who takes a lead role in developing the profile of Pupil premium, ensuring funding is spent appropriately and who Co-ordinates and monitors the school's objective to ensure attainment and progress for its pupils; Curriculum support for teachers Targeted intervention; groups, inside and outside of lesson times, focused on reading, phonics, writing; sentence construction, number gym and targeted maths (as appropriate); Individual or small group teacher/ teaching assistant led intervention activities, e.g. nurture group for phonics, Maths tutor, teacher support for guided reading and maths projects	Improved confidence reported via parents evening/parental feedback/pupil feedback Data - in some cohorts more impact than others. Staff awareness of PPM children and their progress is high The impact of the mastery tutor was not as significant as we had hoped - this will be reviewed again for next year EHAF process webstar scores have shown improvements
High quality first teaching supported by	CPD - NQT and maths/reading and writing support for staff	Evaluations following courses/CPD and impact on data/Lesson Observations -

quality professional development £2500		improved outcomes for some PPM children
Engagement and enrichment activities £ 450 CS/SH/LV/KK/KM and music tuition	Extra-curricular activities including music and clubs and outdoor/adventurous pursuits in order to develop self-esteem and confidence as well as developing social skills Raising pupil aspirations through engagement/aspiration programmes such as funded educational visits/extra-curricular activities and subsidised musical instrument tuition (as appropriate)	Staff and Pupils report growing confidence/self-esteem and ability to focus within lessons is improving Parents comment positively about the impact on pupils of the activities Long term impact evidenced on all pupils eg previous pupil recently becoming member of the Birmingham Youth Orchestra after learning violin within school
Pastoral support and intervention £500  Teaching Assistant available to parents £500 Visit to City Bookshop £600	Training for T/a to become Learning mentor. Release costs of cover and training costs We have trained a learning mentor who has also undertaken the Solihull parenting course so that she can deliver the Understanding Your Child course to parents T/a to meet with parents on the yard in a morning to "meet and greet"; Providing a valuable link to all parents which benefits PPM children and their parents Peter's Bookshop visit - raised multi-cultural awareness as well as increased interest in reading and raised self-esteem/opportunity to travel by train Staffing to cover class, costs of visit, risk assessment and review etc	Staff and Pupils report growing confidence/self-esteem. Pupils able to access learning as anxieties settle UYC course due to start in Autumn term Parents able to pass on concerns and, therefore, issues are limited  Pupils satisfaction via questionnaires Pupil engagement with reading increased
Forest School sessions across the school;	Training for new forest school leaders so that the sessions can be available all year around - sessions subsidised for PPM children to access	Staff and pupils show engagement and pupils have growing self-esteem and positive approach to school.

£500		School attendance for vulnerable pupils has improved Social skills have improved
School uniform £200	Provision via school shop; raises self esteem	Staff and pupils show engagement and pupils have growing self-esteem and positive approach to school. School attendance is high.
Funding support for school visits breakfast club, after school care club £300	On a child by child basis depending on needs. There has been a reduction for Pupil Premium Children through the year to allow them to attend the sessions, benefit from adult support in club, have a smoother transition into school in the morning and have support, when required, with homework before being collected.	Pupils attend and are supported with homework - keep up with their peers and raised self esteem Achievement and accessibility to curriculum is improved. Self-confidence and resilience is improved - confirmed by parents and staff.

The impact of interventions is closely monitored by teachers on a day to day basis and senior leadership regularly throughout the year. This impact is not only academic but also can be seen in a number of ways including;

- Increased confidence;
- Greater engagement in a wide range of activities;
- Increased participation in a variety of activities;
- Improved self-esteem
- Improved attitude to learning in class
- Parent support helping parents engage more with their child's learning, makes school more approachable and consequently raising achievement and self-esteem for both parents and pupils.

Note - impact from the use of maths mastery teacher was less evident; this has been reviewed for 2018/19 with the school choosing to prioritise training its own staff in the mastery approach via the maths hub. Evidence base - Government research programmes on the use of Shanghai methods.

## The Pupil Premium Strategy Review

Our pupil premium strategy is reviewed annually, in September, in the light of the outcomes and evaluations of effectiveness for both end of key stage outcomes as well as internal data for other year groups. Individual pupils' needs are reassessed termly to support effective provision allocation.

### 2018 Outcomes for end of Key Stage Two

Some of the impact of the Pupil Premium money cannot be measured purely by formal assessment data.

The impact in these areas is evaluated through activities such as:

- The understanding class teachers have about the 'whole child', their engagement in school and contribution to the full life of the school, including areas such as the arts and sports. The end of year report summarises these areas and feedback to parents and carers at parent's evenings help to support this agenda.
- The Teacher-in charge has oversight of the broader development of Pupil Premium children. She evaluates this progress and arranges additional interventions and support as required.

### 1. ATTAINMENT

#### Percentage of pupils attaining secure at year 6 (or above) at KS2:

	2018: Reading, Writing & Maths		
	Number of Children	School (%)	National Non-FSM (%)
<b>All pupils</b>	22	45	64
<b>Ever 6</b>	2	0	
<b>Within School Gap</b>		-1 pupil	-1 pupil

This table shows that the attainment gap between children eligible for free school meal (FSM) and children who aren't eligible for free school meals (Non-FSM) is negative for the pupils in this cohort. However, due to the small number of children eligible in each year in our school, these results have to be treated with caution. In cohorts across the school, a high percentage of PPM children also have special needs.

### Average Scaled Score at the end of KS2:

	Number of Children (2017)	Maths	Reading	Spelling, Punctuation & Grammar (%)
National All Pupils		104	105	106
School - All Pupils	22	102	105	105
FSM	2	96	101.5	103.5
<b>SCHOOL GAP*</b>		-6	-3.5	-1.5
<b>NATIONAL GAP**</b>		-8	-3.5	-2.5

\*The difference between the attainment of children at St John's eligible for FSM and non-FSM children at St John's.

\*\*The difference between the attainment of children at St John's eligible for FSM and non-FSM children nationally.

(KEY: 100=Year 6 secure)

\*Due to the small number of children eligible for in each year group, results have to be treated with caution.

For more details on the pupil premium please visit: [www.education.gov.uk](http://www.education.gov.uk)