



Pupil premium strategy statement:

1. Summary information					
School	St John's and St Clement's Primary School				
Academic Year	2017/18	Total PP budget	£ 108,700		
Total number of pupils	437	Number of pupils eligible for PP	78 children 18 % of school	Internal review dates	January 18 April 18 July 18

2. Current attainment KS2 SATs: 2016-2017 (12 pupils)											
	% 2017						% 2016				
	R	W	GP S	M	All		R	W	GP S	M	All
PP ARE	50	42	42	33	17		38	62	54	31	15
GDS	8	0	8	8	0		8	0	8	8	0
National Non-pp	72	79	78	76	60						

2. Current attainment KS1: 2016-2017 (11 pupils)							
	2017				2016		
	Reading	Writing	Maths		Reading	Writing	Maths
PP ARE	55	46	64		25	17	25
GDS	0	0	0		17	0	8
National Non-pp	78	70	77		78	70	77

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	QFT- engagement in learning and challenge
B.	SEN/ Differentiation- 25% of PP are on SEN register. Some PP children are disengaged from learning, the more able PP children could be further challenged.
C.	Some PP chn who met GLD and KS1 ARE are not achieving as expected in KS2 SATs- By year 6 there are gaps in core skills and confidence that would enable children to build upon learning and make good/rapid progress

External barriers

D.	Lack of routine and support from home (sleep, food, homework,). Some lower aspirations.
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4. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
A.	Engagement and challenge- chn to be actively involved in their learning and motivated to learn.	Observations, learning walks and book looks show children actively engaged and motivated to learn. Engagement research project will show higher levels of engagement in learning. Pupil voice. Triangulation of data gathering demonstrates PP children making good or more progress. % of PP chn meeting ARE increasing termly.
B.	Higher rates of progress across KS2 for pupils eligible for PP funding, including those who also identified at SEND. Address and challenge institutional attitudes that could perpetuate low expectations and an acceptance of lower pupil outcomes for pupils eligible for Pupil Premium funding. High expectations for all	Triangulation of data gathering demonstrates engagement in learning, lessons show challenge for all resulting in good or outstanding progress made. Analysis of attainment shows the difference is diminishing. Intervention trackers show positive impact of provision. cf baseline triangulation to end of provision- evidence of diminishing the difference. Delivery plans (DP) for PP SEN children shows meeting of DP targets.
C.	Higher rates of progress across KS2 for pupils eligible for PP funding, Improve pupils' confidence in developing core skills.	Pupils eligible for PP identified as high ability make as much progress as non-pupil premium pupils identified as high ability in maths, reading and writing. Data tracking at provision mapping meetings to highlight is ARE GD children are still on track.
D.	Maximise parental engagement and support for learning across our school community, including those representing our youngest pupils	Higher attendance of parents to events such as coffee mornings parent meetings. Closer working relationships between school and parents in order to work together to support children.

5. Planned expenditure / Plan of action

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?
<p>Standards of attainment match or exceed national averages, including phonics outcomes.</p> <p>Progress of PP pupils to broadly match or exceed that of other pupils.</p> <p>All teaching to be good or outstanding.</p>	<ol style="list-style-type: none"> 1. New Curriculum- engagement and challenge focus. 2. Half termly medium term planning meetings. Long term planning overview- high expectations- engagement and challenge focus. 3. Literacy Tree flagship school- high expectations for all, engagement in texts. Training days, consultant in school support, half termly medium term plans. 4. Development of leadership team to ensure focus given to the support and development of QFT 5. Provision mapping meetings- whole year group team discussion around data, additional intervention, also an equal focus on everyday teaching provision. PP chn focus area in meetings. Encourage higher level of responsibility for all children from all team members. 6. Learning walks and book looks of middle leaders to have a PP area of focus. Middle leaders action plans to have focus of challenge for all. 7. Learning visits to other schools- targeting specific areas of good teaching to investigate and scaffold forums for reflection. 8. Develop and extend the support from outside agencies- Speech and Language Therapist and Educational Psychologist. Professionals working closer with teachers to develop day to day practice. Involving CPD training sessions, and teacher workshops. 9. Develop provision and practice in EYS to ensure diminishing of the gap earlier in school career. Consultant support to develop learning environment and learning through play in order to engage and challenge all pupils. 	<p>Investing in staff will ensure longer-term change and have the greatest contribution to a shift in culture of expectations and job satisfaction.</p> <p>OFSTED report 2013; For further improvement 'ensure that middle leaders analyse the performance of the pupils they are responsible for more closely in order to speed up their progress.'</p> <p>OFSTED report 2013: For further improvement ensure 'pupils are given more challenging activities that allow them to apply their knowledge and skills in solving harder problems.'</p> <p>High ability pupils eligible for PP are making less progress than other higher attaining pupils.</p> <p>Reading and research around what aspects to focus on for teacher development: Dylan William- Creating challenging learning environments.</p>	<p>INSET days and staff meetings to deliver training. -Follow up from leadership team in the form of drop-ins and book scrutinies to ensure lessons from training and support are embedded.</p> <p>Local Authority teaching and learning review in January 2018.</p> <p>Additional time for English and Maths subject leaders and phase leaders to support teaching and learning within phase, raise achievement and ensure sustained high outcomes for all pupil groups, including disadvantaged pupils.</p>

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?
<p>Accelerated pupil progress from starting points for cohorts and targeted pupils. Standards above national averages. Progress of PP pupils to broadly match or exceed that of other pupils.</p> <p>Individual behaviour difficulties addressed to ensure engagement in learning.</p> <p>PP chn with SEN make good progress towards their targets.</p>	<ol style="list-style-type: none"> 1. Additional targeted interventions and support to accelerate progress of SEN and disadvantaged pupils. (specific pupils will be targeted in provision mapping meetings). 2. Interventions rigorously monitored. 3. Deployment of Inclusion Team based on outcomes of provision mapping Meetings to intervene quickly to support any pupils causing concern or not making expected progress and to ensure support is targeted. 4. Targeted deployment of Speech and Language Therapist and Education Psychologist - Minimising the impact of barriers to learning and promoting cultural capital 5. Deployment of behaviour mentor to support and raise achievement of vulnerable pupils, in particular to support improvements in attendance and to embed recently introduced systems. 6. Development of pastoral support in conjunction with the EP. 7. Development of Delivery Plan process- use of professionals and more parent input. 8. Deployment of Inclusion team-targeted support that links intervention to class learning in order to ensure good progress. 9. Use behaviour/mentor role to engage with parents 10. Introduction of new behaviour policy- ensuring the policy reflects the expectation that all children will be ready to learn and supported to do so. Training of all staff to ensure common understanding and consistent approach to behaviour. 11. Develop role of play leaders and support staff at playtime and lunchtime to engage children in purposeful play. 12. Develop TA standards- in house training, input from EP and SALT, monitor use/effectiveness of support staff through learning walks and provision mapping. 13. Challenge The Gap project- using research and theory to develop action research in order to target provision and support for PP chn. 	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Interventions monitored rigorously using triangulations of information gathering.</p> <p>Provision map meetings have all responsible for impact.</p> <p>Training of support staff</p> <p>EP and SALT used as part of assessment of intervention and progress.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>

i. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Minimising the impact of external barriers to learning and promoting cultural capital	<p>1.Continued investment in enrichment opportunities for the creative arts, to increase opportunities for all pupils (including disadvantaged pupils) to gain cultural capital and experience of the arts. This includes musical instrument tuition for pupils in KS2.</p> <p>2.Subsidy of school journey in Year 5 and 6 so that disadvantaged pupils are able to attend</p> <p>3.Develop coffee mornings and parent cafés to support parent relationships with the school, to help parents to engage with their child's learning</p>	Opportunity to engage in wide range of enrichment experiences which has positive impact on pupils understanding of teamwork and life skills (linked to expectation that they take on greater responsibility at school).	<p>Monitor attendance of parent cafes- percentage of targeted parents attending?</p> <p>During provision mapping meetings monitor well-being of PP chn- engagement of enrichment opportunities affecting this discussed in meeting.</p>