



## Pupil premium strategy statement:

1. Summary information						
<b>School</b>	St John's and St Clement's Primary School					
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£ 80,600			
<b>Total number of pupils</b>	397	<b>Number of pupils eligible for PP</b>	62 children 16 % of school	<b>Internal review dates</b>	January 19 April 19 July 19	

2. Current attainment- <b>KS2 SATs</b>																	
	% 2018						% 2017						% 2016				
	R	W		M	All		R	W	GP S	M	All		R	W	GP S	M	All
PP ARE	67	57		57	33		50	42	42	33	17		38	62	54	31	15
GD	5	0		5	0		8	0	8	8	0		8	0	8	8	0
National Non-pp	80	83		81	70		72	79	78	76	60						

2. Current attainment- <b>KS1</b>											
	% 2018				% 2017				% 2016		
	R	W	M		R	W	M		R	W	M
PP ARE	67	33	50		55	46	64		25	17	25
GD	0	0	0		0	0	0		17	0	8
National Non-pp	79	74	80		78	70	77		78	70	77

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

#### In-school barriers

<b>A.</b>	QFT- engagement in learning and challenge
<b>B.</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.
<b>C.</b>	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

<b>D.</b>	Home culture- some need for support in routine (sleep, food, homework) and raising aspirations.
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### 4. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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

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"> <li>1. Continued curriculum development and embedding of new curriculum: <ul style="list-style-type: none"> <li>- Embed developments of project led learning to engage, motivate and give opportunities for chn to take responsibility for their own learning.</li> <li>- Develop teaching and leadership of foundation subjects</li> </ul> </li> <li>2. Develop long term planning to ensure depth not just breadth. Opportunities planned for 'thinking' and investigation to actively involve chn in their own learning.</li> <li>3. Half termly medium term planning meetings: <ul style="list-style-type: none"> <li>- high expectations planned</li> <li>- engagement opportunities planned</li> </ul> </li> <li>4. Literacy Tree flagship school- engagement through text led learning, high expectations for all, engagement in texts. Training days, consultant in school support, half termly medium term planning input.</li> <li>5. Development of leadership team to ensure focus given to the support and development of QFT- mentoring programme for middle leaders.</li> <li>6. 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.</li> <li>7. 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.</li> <li>8. Learning visits to other schools- targeting specific areas of good teaching to investigate and scaffold forums for reflection.</li> <li>9. Continued support from outside agencies- Speech and Language Therapist and Educational Psychologist. Professionals working closely with teachers to develop day to day practice. Involving CPD training sessions, and teacher workshops.</li> <li>10. Develop provision and practice in EYS to ensure diminishing of the gap earlier in school career. Consultant support to develop learning environment and learning</li> </ol>	<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 2018;  'You are also increasing the role of middle leaders to ensure that they take responsibility for their own areas of the curriculum.'  'You have identified that, to improve outcomes for disadvantaged pupils, the teaching of writing, in particular, needed strengthening. You have ensured that teachers are clear about the standard of writing that is expected in each year group. This has raised teachers' expectations about the quality of writing that pupils need to produce. As a result, the quality of writing of disadvantaged pupils is improving.'  'Curriculum innovations are having an impact on outcomes for pupils, particularly in the progress they now make in writing.' This needs to be embedded and developed further.  'However, spelling is not as well developed as other areas of writing. This was evident even among the most able and most able disadvantaged pupils.'</p> <p>High attaining pupils eligible for PP are making less progress than other higher attaining pupils.</p> <p>Reading and research around aspects to focus on for teacher development</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 2019.</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> <p>Consultants- moderation and review of impact.</p>

	<p>through play in order to engage and challenge all pupils. Links with outstanding EYS providers.</p> <p>11.Support staff training programme to continue- linked where appropriate to foci of teacher staff meetings, input from consultants, peer observations</p> <p>12.Development of writing standards:  - engagement in texts/reading through Reading Project- launch inschool challenges for chn, library development, book corner challenge for chn  -training and monitoring focus on spelling  -training and monitoring on editing and engagement through publishing in order to gain accelerated progress in writing</p>	<p>January- OFSTED Curriculum Investigation paper:  '...weaker primary schools ... an onus on delivering the content of the national curriculum for foundation subjects, but without careful thought given to the progression of knowledge and skill that would make this useful learning for pupils.'  'staff subject knowledge was of considerable importance, particularly when it came to designing appropriate progression through content.'</p>	
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<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>
<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"> <li>1. Additional targeted interventions and support to accelerate progress of SEN and disadvantaged pupils. Interventions delivered by specialised staff or with the support of SENDco.</li> <li>2. Interventions rigorously monitored. Follow up check points planned.</li> <li>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.</li> <li>4. Targeted deployment of Speech and Language Therapist and Education Psychologist - Minimising the impact of barriers to learning and promoting cultural capital</li> <li>5. Deployment of behaviour mentor to support and raise achievement of vulnerable pupils.</li> <li>6. Development of pastoral support in conjunction with the EP.</li> <li>7. Embed the developments in the Delivery Plan process- use of professionals and parent input.</li> <li>8. Introduction of Pupil Premium Plus termly meetings- team around the child meetings to focus on progress, needs, targets and provision for previously looked after children.</li> <li>8. Deployment of Inclusion team-targeted support that links intervention to class learning in order to ensure good progress.</li> <li>9. Class Accelerated Progress Plans- focus of Spring term phase meetings. Targeted chn, included focus on PP chn to plan for accelerated progress in writing.</li> <li>10. Embedding of behaviour policy- ensuring the policy reflects the expectation that all children will be ready to learn and supported to do so. Support of staff to ensure common understanding and consistent approach to behaviour.</li> <li>11. Develop role of play leaders and support staff at playtime and lunchtime to engage children in purposeful play.</li> <li>12. Develop TA standards- in house training, input from EP and SALT, monitor</li> </ol>	<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>

<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>
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 have the opportunity 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> <p>4.Teachers and class teams working closely with Educational Psychologist on 'membership' and supporting positive attitude and self-esteem.</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>

## Termly Reviews

Autumn Term Review			
Desired Outcomes	Actions	Impact and evidence	Next
<p><b>i. Quality of teaching for all</b> 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>	<p>New curriculum introduced- inset training, curriculum document, medium term planning support meetings half termly Staff meetings throughout Aut term- focus on engagement and high expectations Literacy Tree training for all teachers. Focussed support received from consultant 2 days. Provision mapping meetings introduced- PP focus group English/maths leads-book looks and learning walks through the term EP support-now fortnightly, caseload coverage, working directly to support high profile PP SEN chn. SALT input – now weekly EYS consultant-2 visits. Created action plan with team to continue developments.</p>	<p>Data: See Autumn data analysis document- shows improving picture, higher % of PP making good or better progress across all subjects cf to previous year, difference diminishing for chn at ARE cf to previous year in R, W. Monitoring: SIP visit- engemnt and motivation development. Learning walks and book looks show improvements in teaching Support:</p>	<p>Local authority teaching and learning review- Spring 1. CPD focus on challenge and differentiation for term EP input develop to use in teacher conferences</p>
<p><b>ii. Targeted support</b> 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>	<p>Provision mapping meetings introduced- PP focus group. Focus on developing in class strategies to ensure progress as well as intervention when appropriate.</p> <p>Targeted interventions- pastoral interventions developed in conjunction with EP, dyslexia intervention development supported by EP, all interventions tracking impact</p> <p>New behaviour policy introduced, inset day training, behaviour monitoring system tracking any PP behaviour issues and plans in place to address. Behaviour consultant supporting family links with harder to reach PP families with behavioural needs. 2 PP chn receiving consultant support</p>	<p>Provision mapping- all reporting better understanding of data, chn in class and where need to get them too. All clearer on plan for good/better progress.</p> <p>Targeted interventions- interventions consistent, being monitored for impact closely. Impact shows good progress for some PP chn.</p> <p>Most PP SEN chn with EHCP meeting targets on delivery plans. 1 children that did not achieve all targets –further complex needs being assessed and supported by outside agencies. See funding review document.</p> <p>SALT- 60% PP chn meeting SALT targets/good progress. 1 children that did not achieve all targets –further complex</p>	<p>Further develop behaviour policy and embed strategies to ensure consistencies- training on inset Spring. New phase leaders- focus area to ensure consistency.</p> <p>Challenge the Gap- introduce mentoring system to year 3. Monitor and develop throughout Spring term.</p> <p>TA standards- challenge and differentiation programme over Spring term to compliment teacher development meetings. Use of EP.</p> <p>Maths booster intervention to start Spring term. PP chn to be tracked closely.</p> <p>Provision mapping- develop follow up to ensure high quality is being assessed early.</p>

	<p>Lunchtime development and support staff training- peer review programme reviewed changes and planned further developments</p> <p>Challenge the Gap- course attended, research taken place, plan in place for Spring term.</p> <p>TA standards- CPD focus on lunchtime development and strategies to support chn in the playground. TAs part of provision mapping</p>	<p>needs being assessed and supported by outside agencies.</p> <p>7 PP chn on EP caseload- seen more frequently and strategies to support implemented more consistently. Monitoring show training from EP being implemented throughout the school.</p> <p>Behaviour tracking of PP chn- 8 PP chn in behaviour tracking record for reaching level 4. 2 children who are in more than once now supported by consultant and links made with families- strategies in place- monitoring to see impact in spring term.</p> <p>Lunchtime peer review feedback-children engaged in purposeful play, happy and safe. Adults carrying out duties well-scanning areas and engaging positive play, individuals with difficulties known and well supported on the playground.</p> <p>TA standards- governor visit to review support staff development strategy impact- positive feedback regarding strategy. TA feedback re provision mapping- greater understanding of class and expectations and the plans in place to support good progress.</p>	<p>Intervention impact- ensure higher consistency from intervention to class. Intervention leaders link with teachers, support transference of skills in class, EP consultations to support. Introduce further evidence based interventions.</p>
<p><b>iii.Other approaches</b> Minimising the impact of external barriers to learning and promoting cultural capital</p>	<p>25% of PP in year groups eligible receiving music lessons All PP chn on y5 farm trip Coffee mornings/parent cafes organised for Spring term</p>	<p>School Journey- parent feedback from PLAC child positive about the experience of school journey and how they can see it has been a milestone for her.</p>	