



## **St John's and St Clement's Primary School**

### **Pupil Premium Plan 2016-2017**

#### **Background**

The Pupil Premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups.

Schools receive Pupil Premium funding for:

- all children who are eligible for free school meals (FSM)
- all children who have been eligible for free school meals (FSM) at any point in the last 6 years
- all children who have been looked after continuously for more than six months by someone other than their immediate family.

The government awards this funding to help raise attainment for these children. National data shows that as a group, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

A Service Premium has also been introduced for children whose parents are currently serving in the armed forces. This is designed to support the emotional and social well-being of these pupils.

It is up to schools to decide how the Pupil Premium is spent, but this funding should be used to support these children. All schools are required to publish, on their websites, what funding they have received and how the money is being used.

#### **How the money is allocated**

Local authorities decide how to allocate the Pupil Premium for pupils from low income families in non-mainstream settings. The local authority (LA) must consult non-mainstream settings about how the premium for these pupils should be used.

Additional funding per pupil:

2012-13 £488

2013-14 £623

2014-15 £935 (secondary) £1300 (primary) £1900 (Children in Care)

2015-16 £935 (secondary) £1300 (primary) £1900 (Children in Care)

2016-17 £935 (secondary) £1320 (primary) £1900 (Children in Care)

#### **How the money is spent**

It is for schools to decide how the Pupil Premium is spent. However, they are accountable for their use of this funding. Since September 2012, schools have been required to publish online information about their Pupil Premium allocation and how they plan to spend it in the coming year. They must also publish a statement of how they spent the money for the previous year and its impact on the attainment of pupils eligible for support through the Pupil Premium.

## **OUR SCHOOL**

For 2016 / 2017 St John's and St Clement's Primary School will receive £105,700 in Pupil Premium funding for our children.

### **Key priorities:**

1. To raise the progress and attainment of pupils eligible for Pupil Premium funding
2. To address and challenge institutional attitudes that could perpetuate low expectations and an acceptance of lower pupil outcomes for pupils eligible for Pupil Premium funding

### **Approach:**

1. Quality First Teaching- Teaching for learning which effectively uses: assessment for learning, language rich strategies and is challenging for all pupils including those eligible for Pupil Premium funding.
2. Diminish the differences in progress and attainment through precisely targeting interventions.

From our analysis of pupil outcomes from 2015/2016 and other self-evaluation activities, we identified that our key priorities to maximise the impact of this funding on achievement are:

- Increase the proportion of pupils (in receipt of Pupil Premium) who are learning at expected levels or better in English and maths for each age related year group, specifically:
  - aiming to reduce the gap between GLD for PP and Non PP
  - aiming to close gaps for current year 1 and 5 cohort
- Improve the basic skills amongst pupils who receive the Pupil Premium (including Yr 1 phonic screening outcomes and Yr 6 GPS outcomes)
- Improve pupils' confidence in developing core skills, reasoning skills and applying problem- solving skills in mathematics
- Ensure all pupils are 'ready to learn' when they make transitions between key stages, display consistently positive attitudes to learning, and develop good learning dispositions
- Ensure that pupils' attitudes to learning and behaviours for learning so that pupils are better independent learners
- Ensure that the quality of provision and learning experiences for our youngest pupils in EYFS are consistently good or better
- Ensure that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum
- Maximise parental engagement and support for learning across our school community, including those representing our youngest pupils (in EYFS and KS1)
- Ensure that learning caters for the most able disadvantaged pupils
- Ensure the quality of learning feedback provided (including verbal feedback) enables all children to make the best possible progress.
- Reducing the % of Pupil premium children who are persistently absent or persistently late

## **PLANNED SPEND OF PUPIL PREMIUM RESOURCES FOR 2016/2017**

- Establish termly programme of parent coffee mornings and open mornings for families of St John's and St Clement's.
- Investment in staff training to develop understanding of inclusive quality first learning across the curriculum.
- Investment in staff development of behavioural interventions
- Investment in additional reading books to promote and build reading for pleasure and ensure all pupils have access to high quality reading material
- Provision of subsidised after school clubs and breakfast club
- Provision of regular coffee mornings for parents that are focused on how to support their children at home
- Investment in additional Educational Psychologist service
- Investment in additional Speech and Language Therapy provision
- Training and professional development support for TAs
- Regular CPD focus on quality first teaching for all children.
- Two specialist intervention teachers targeting pupil premium children.
- Pastoral support worker leading on behavioural interventions.

## **MONITORING STRATEGIES**

- Termly school monitoring of triangulated data and progress review meetings
- Progress data analysis by School Leadership Team
- Termly monitoring by the Governing Body
- Regular monitoring of attendance and persistent absence
- Regular Team Around the Child Meetings and Pastoral Support Plan Meetings
- Regular monitoring of pupil participation in sporting activities and after school clubs
- Capture of pupil and parent voice linked to achievement but also linked to wider curriculum initiatives (such as sporting provision and after school provision)
- Pupil voice interviews