



## Pupil premium strategy statement:

1. Summary information					
School	St John's and St Clement's Primary School				
Academic Year	2016/17	Total PP budget	£105,700	Date of most recent PP Review	n/a
Total number of pupils	435	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Jan 2017

2. Current attainment			
Attainment for KS2 SATs: 2015-2016 (13 pupils)	Pupils eligible for PP (13/54)	Pupils not eligible for PP (school/national Y6)	Difference between PP and Non PP
% achieving expected standard or above in reading, writing and maths	15%	52% / 53% (1%)	-37%
% achieving expected standard or above in reading	38%	72% / 66% (+6%)	-34%
% achieving expected standard or above in writing	62%	78% / 74% (+4%)	-16%
% achieving expected standard or above in maths	31%	59% / 70% (11%)	-28%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Inconsistent aspirations for all pupils.
B.	Differentiation- the teaching style does not always engage a proportion of children eligible for PP, the more able PP children are not always provided with enough challenge. Children who are identified as PP and SEND are significantly behind non PP SEND children.
C.	Gaps in core skills and confidence that would enable children to build upon learning – particularly in maths and KS2.
<b>External barriers</b>	
D.	2015-2016 attendance figures for pupils eligible for PP = 95.02% (below the target for all children of 96%). This reduces their school hours and causes children to fall behind.
E.	Lack of routine and support from home (sleep, food, homework,). Some lower aspirations.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
<b>A.</b>	Ensure there are high expectations for pupils' attitudes and behaviours for learning so that pupils are better independent learners. Address and challenge institutional attitudes that could perpetuate low expectations and an acceptance of lower pupil outcomes for pupils eligible for Pupil Premium funding.	Triangulation of data gathering demonstrates PP children making as much progress as non-pupil premium pupils.
<b>B.</b>	Higher rates of progress across KS2 for pupils eligible for PP funding, including those who also identified at SEND.	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.
<b>C.</b>	To raise the progress and attainment of pupils eligible for Pupil Premium funding (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.	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.
<b>D.</b>	Reducing the % of Pupil Premium children who are absent or late	Reduce the number of absentees among pupils eligible for PP. Overall PP attendance improves from 95% to 97% in line with 'other' pupils.
<b>E.</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.

5. Planned expenditure				
Academic year		2016/17		
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?	Review
<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>	<p>Staff training on Assessment for Learning: -Setting clear and challenging learning objectives with success criteria. -Providing high quality marking and feedback that moves learners forward.</p> <p>Additional support for teachers new to the year group-mentor and support developments of provision.</p> <p>Additional CPD and support from external consultants with particular emphasis on behaviour for learning, quality first Maths and English teaching and provision/planning for the more able (particularly in GPS).</p> <p>Development of leadership team to include consultant to support year 6 and 2.</p> <p>Developing school leaders to provide capacity to secure and sustain high expectations for all learners in the school-including being key aspect of a rigorous monitoring system.</p> <p>Introduce half-termly pupil progress meetings to closely monitor progress and attainment of all pupils with a particular focus on vulnerable groups.</p> <p>Learning visits to other schools- targeting specific areas of good teaching to investigate and scaffold forums for reflection.</p> <p>Develop and extend the support from outside agencies, for example Speech and Language Therapist and Educational Psychologist. Professionals working closer with teachers to develop day to day practice.</p>	<p>End of 2016: difference between PP and NON pp for ARE at KS2 was Reading: -34 Writing: -16 Maths: -25 difference between PP and NON pp for good progress at KS2 was Reading: 3.80 Writing: -1.13 Maths -2.43</p> <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 'pupils are given more challenging activities that allow them to apply their knowledge and skills in solving harder problems.'</p> <p>Reading and research around what aspects to focus on for teacher development: -Dylan William, Assessment for Learning. Making small practical changes that can have big impact. High quality teaching makes one of the biggest impacts on learning. Creating challenging learning environments. -John Hattie 'Visible Learning' and the EEF Toolkit suggest high quality feedback is one of the most effective way to improve attainment.</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 2017.</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>Introduce half termly assessment cycle</p>	<p>January 2017</p> <p>April 2017</p> <p>July 2017</p>

<p>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.</p>	<p>Developing school leaders to provide capacity to secure and sustain high expectations for all learners in the school- Sharing of data, SDT meeting fortnightly, vulnerable groups panels with inclusion leader.</p> <p>Staff training on setting appropriate and clear learning objectives that have high expectations of all pupils.</p> <p>Visits to other schools to observe good practice and shift cultural view of possible low expectations.</p> <p>Half termly pupil progress meetings to have a focus on PP attainment and progress.</p> <p>Regular supportive mentoring of staff.</p>	<p>PP pupils can achieve high attainment as well as simply 'meeting expected standards'. High ability pupils eligible for PP are making less progress than other higher attaining pupils..</p> <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>Reading and research: Carol Dweck, Growth Mindset. Articulates the expectations of children and what they can achieve has an impact on learning.</p>		

<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>Review</b>
<p>Accelerated pupil progress from starting points for cohorts and targeted pupils. Standards above national averages.</p> <p>Progress of PP pupils to broadly match or exceed that of other pupils.</p>	<p>Additional targeted interventions and support to accelerate progress of SEN and disadvantaged pupils. (specific pupils will be targeted in pupil progress meetings).</p> <p>Interventions rigorously monitored.</p> <p>Deployment of Inclusion Team based on outcomes of Pupil Progress Meetings to intervene quickly to support any pupils causing concern or not making expected progress.</p> <p>Deployment of Speech and Language Therapist and Education Psychologist</p> <p>Art Therapy</p> <p>Catch- Up Maths</p> <p>Minimising the impact of barriers to learning and promoting cultural capital</p> <p>Termly inclusion meetings to forensically analyse the provision for vulnerable groups.</p> <p>Establishment and 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.</p>	<p>Catch-Up Maths- Some children need targeted support to catch up. This is a programme, which has been independently evaluated and shown to be effective in other schools.</p> <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>Interventions monitored rigorously using triangulations of information gathering.</p> <p>Provision map to show needs, and provision past and present.</p> <p>Training of support staff</p> <p>EP and SALT used as part of assessment of intervention and progress.</p>	<p>January 2017</p> <p>April 2017</p> <p>July 2017</p>

<p>Individual behaviour difficulties addressed.</p>	<p>Identify a targeted behaviour intervention for identified students. Use behaviour/mentor role to engage with parents before intervention begins. Support and training from Behaviour consultant.</p> <p>Use of play leaders at playtime and lunchtime to engage children in purposeful play.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective,</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p>	
---	---	--	--	--

<p><b>i. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Review</b></p>
<p>Barriers to attendance and engagement in learning are minimised. Unauthorised absence robustly challenged and reduced.</p>	<p>Investment in additional EWO support, as needed, to ensure attendance strategy is sustained.</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step in improving attainment.</p>	<p>Thorough briefing of support worker about existing absence issues. PP champion, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Implementation and training of behaviour/mentor to include attendance.</p>	<p>January 2017 April 2017 July 2017</p>
<p>Minimising the impact of external barriers to learning and promoting cultural capital</p>	<p>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>Subsidy of school journey in Year 5 and 6 so that disadvantaged pupils are able to attend</p> <p>Establish coffee mornings and parent cafés to support parent relationships with the school, to help parents to engage with their child's learning</p>	<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>		