



## Pupil Premium Strategy Statement

### St John the Baptist C of E VA Primary School 2016/17

1. Summary information					
<b>School</b>	St John the Baptist C of E VA Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£5,280	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	70	<b>Number of pupils eligible for PP</b>	4	<b>Date for next internal review of this strategy</b>	July 2017

2.	3. Current attainment			
Year 6 Cohort 2016    3 pupils	<i>Pupils eligible for PP (our school)</i>			<i>National average</i>
<b>% achieving the Expected Standard or above in reading, writing and maths</b>	2016 TA 66.7%	2016 SAT 33.3%		53%
<b>% making at least expected progress in reading</b>	66.7%	66.7%	Average Scaled score 101.7	66 %
<b>% making at least expected progress in writing</b>	66.7%	33.3 %	100.3	76 %
<b>% making at least expected progress in maths</b>	66.7%	33.3 %	97.3	70 %

<b>4. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A</b>	Grammar, Punctuation and Grammar skills as a focus in KS2 to improve quality of writing.
<b>B</b>	Lower levels of mathematical skills and knowledge
<b>C</b>	Low self-esteem and underdeveloped learning behaviours impact on progress
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ).	
<b>E</b>	Majority of PPG pupils have experienced, or continue to experience challenging personal circumstances outside school environment which have impacted on progress and attainment

<b>5. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Language and communication skills are improved, which impacts positively on reading, writing (including GPS) and oral language skills (reasoning, collaborating, resolving, explaining)	Reading and writing progress is at least in line with National Average Books reflect improved use of English skills End of Key stage results are at least at ARE for all non-statemented pupils. Data tracked half termly shows progress
<b>B.</b>	Mathematical skills, reasoning and knowledge are improved	Mathematical progress is at least in line with National Average Books reflect improved use of Maths skills including use of manipulatives End of Key stage results are at least at ARE for all non-statemented pupils. Data tracked half termly shows progress
<b>C.</b>	PPG pupils with no significant SEN barriers develop learning behaviours and Growth Mindset skills. This will lead to higher levels of engagement and resilience for learning. 1:1 Tuition is in place to support rapid progress as pupils eligible for PPG.	Stamina for learning improves for all Pupils eligible for PPG make at least as much progress as non PP pupils in RWM. KS2 pupils eligible for PPG make good progress from KS1 starting point KS1 pupils eligible for PPG make at least as much progress from starting point in EYFS

<b>6. Planned expenditure</b>						
<b>Academic year</b>	<b>2016/17</b>					
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.						
<b>i. Quality of teaching for all</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>Staff lead</b>	<b>When will you review implementation ?</b>	<b>Budget</b>
<b>A</b> Language and communication skills are improved, which impacts positively on reading, writing (including GPS) and oral language skills (reasoning, collaborating, resolving, explaining)	Staff training in 'Talk for Writing' and 'Language for Learning'. Staff training in pre-teaching vocabulary to support language development All adults model appropriate language skills and have aspirational expectations Non-negotiables in place Good quality communication – verbal and written. Bespoke training in Speech and Language support for school from S&L therapist Progressive approach to GPS and handwriting	Quality marking and feedback known as one of the most effective determiners of progress. CPD delivered in this area over the past year. 'Let's Talk' SLCN research and advice	English Subject Leader will undertake monitoring of lessons and work scrutiny to ensure consistency across school. Learning walks Pupil perception interviews Data views	English Subject Leader SLT	Feb 2017	'Let's Talk' S&L Therapist  £200 for staff training  £200 group work  LSA support groups £500

<p><b>B.</b> Mathematical skills, reasoning and knowledge are improved</p>	<p>Teachers plans to identify the specific methodology from the calculation policy  Appropriate resources used to teach methods  Multiplication passport introduced  Parent curriculum evening for parents to introduce methods  Effective intervention programmes are used and adapted according to need of individuals.  Children accelerated progress within the intervention.  Interventions adjusted according to need and progress</p>	<p>Pupils need targeted support to make accelerated progress.  Intervention programmes will be in place. e.g. EPS Maths Power of 2 Power of 1+1 ' My Math's CPD impacts significantly on expertise in the classroom.</p>	<p>Maths Subject Leader will undertake monitoring of lessons and work scrutiny to ensure consistency across school.  Learning walks  Pupil perception interviews  Data views</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Maths Subject Leader  SLT</p>	<p>Feb 2017</p>	<p>£1080 – resources including ICT</p>
<p><b>C.</b> Develop learning behaviours and Growth Mindset skills. This will lead to higher levels of engagement and resilience for learning.</p>	<p>Staff, pupils and parents all understand Growth Mindset theory  Pupils confident in their own ability to succeed  Learning behaviours understood  School displays focus on Growth mindsets</p>	<p>Growth Mindset - Psychologist Carol Dweck intellectual research - the idea that intelligence can develop, and that effort leads to success.</p>	<p>Growth Mindset CPD  SLT will undertake monitoring across school.  Learning walks /Displays  Pupil perception interviews  Language used around school – I Can attitude/Challenge</p>	<p>All staff</p>	<p>Feb 2017</p>	<p>Supply cover and training  £1000</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?	Staff lead	When will you review implementation?	Budget
Improved attainment and progress for PP pupils across school	1:1 tutoring and small group interventions for targeted PP pupils led by teachers and teaching assistants (SLT/SENCO to maintain an overview of PP Intervention programmes through the individual PP data)	Some pupils need targeted support to make accelerated progress. Intervention programmes will be in place.	Staff/SENCO organise intervention timetables to ensure staff delivering provision have sufficient preparation, delivery and evaluation time.	All staff SLT SENCO	Feb 2017	1:1 £1500  LSA £600

iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budget
To raise attainment through increasing receptiveness to learning	Train Emotional First Aider to support pupils and teachers in ensuring that negative behaviour for learning has minimum impact on teaching and learning time.	Working with a child experiencing emotional distress, before any professional help is sought. We hope this will build <b>capacity</b> , <b>capability</b> and <b>confidence</b> and therefore there is little to no disruption to learning.	Emotional First Aider trained and time given in school to implement. SENCO to monitor Pupils in class responding to learning	To raise attainment through increasing receptiveness to learning	February 2017	£200   Total £5280

7. Review of expenditure					
Previous Academic Year		2015-16			
Focus	Initiative	Success Criteria	Impact	Cost	
Continued Teaching &	Dedicated Teachers and TA support of 1:1 learning inside and outside the classroom.	Continued Teaching & Learning Support Individual intervention programme Tracking records will demonstrate pupils are more	1:1 and small group work focussed on areas for development.	Maths 1:1 £1500	

Learning Support		confident in themselves and that academic gaps have been narrowed Pupils make national expectations or better Differentiated support enabling pupils to access the curriculum	Pupil confidence improved and all PP children had access to whole curriculum	English 1:1 £1500  LSA£ 600
Staff Skills & CPD	Speech & Language Therapist for half termly visits to support work in school with identified children. 'Talk Boost' and 'Let's Talk' programmes	Support given to pupils needing specialist intervention School staff trained to deliver programmes	Children beginning to show better interaction within classroom. Formal assessment shows improvement in receptive listening and social communication.	Staff training £200
Curriculum Enrichment.	Funding to remove barriers for PP children in order to attend external trips/visits, and school enrichment clubs.	All pupils accessing external trips enriching curriculum All pupils accessing after school clubs as appropriate All pupils accessing enrichment activities - ie instrumental music /dance	Equality inclusion for all Attendance on school trips and after school clubs raised self-esteem and enriched experiences and ensured readiness to engage.	£1015
Equipment & Resources to support intervention teaching across the school.	Purchase of Maths Assessment to identify barriers Equipment & Resources to support intervention teaching across the school.	Equipment & Resources to support intervention teaching across the school.	Use of ICT equipment to support learning Staff understanding resources and equipment to support learning Pupils becoming independent with own learning	£465
F.A.S.T. (Families and schools together)	Continued subscription to this service.	Support for pupils with emotional, social and behavioural difficulties and their families	Pupils and Families supported by FAST team. Emotional wellbeing improved	£1245  Total - £6525

