



## Pupil Premium Strategy Statement St John the Baptist C of E VA Primary School 2018/19

1. Summary information					
<b>School</b>	St John the Baptist C of E VA Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£11,880	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	74	<b>Number of pupils eligible for PP</b>	9	<b>Date for next internal review of this strategy</b>	February 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A</b>	Handwriting, Grammar, Punctuation and Spelling skills to be developed in order to improve quality of writing.
<b>B</b>	Level of mathematical skills and knowledge impact on progress.
<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>3. 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) Pupils to be at ARE or above.	Reading and writing progress is at least in line with National Average Books reflect improved writing skills. End of Key stage results are at least at ARE for all PPG pupils. Data tracked half termly shows progress.
<b>B.</b>	Mathematical skills, reasoning and knowledge are improved Pupils to be at ARE or above.	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 PPG 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 and small group tuition is in place to support rapid progress for pupils eligible for PPG.	Stamina for learning improvements 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>D.</b>	Curriculum Enrichment 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 - i.e. instrumental music /dance Equality inclusion for all.
<b>4. Attainment of PPG Pupils Summer term 2018</b>		
	Reading 88% ARE or above (8/9 pupils) Writing 66% ARE or above (6/9 pupils) Maths 77% ARE or above (7/9 pupils)	

#### 4. Planned expenditure

Academic year                      2018/19

#### 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 as appropriate.	Staff/SENCO organise intervention timetables to ensure staff delivering provision have sufficient delivery and evaluation time.	All staff SLT SENCO	September 2018	Teacher 1:1 £3,000 LSA £4,000
To raise attainment through increasing receptiveness to learning.	Staff to support pupils ensuring that negative behaviour for learning has minimum impact on teaching and learning time. FAST Team – Pay As You Go.	Working with children experiencing emotional distress, before any professional help is sought. We hope this will build <b>capacity, capability</b> and <b>confidence</b> and therefore there is little to no disruption to learning.	Staff time given in school to implement any support as necessary. SENCO to monitor. Pupils in class responding to learning.	All staff SLT SENCO	September 2018	Class LSA £500 FAST –Pay As You Go £1,000 Emotional First Aider LSA £500
Funding to remove barriers for PP children in order to attend external trips/visits, and school enrichment clubs.	Provide extracurricular opportunities for pupils, therefore removing barriers to equality of access to an enhanced curriculum.	Pupils happily describe the pleasure they had in taking part in school clubs and residential visits. Actions have resulted in these pupils closing the gaps between themselves and their peers.	Opportunities offered for pupils to receive funding for any extra curriculum opportunity. Residential and educational visits funded.	Headteacher/Office manager	September 2018	£2,500
Funding to allow curriculum access for individual pupils.	To purchase resources appropriate for each PP pupils according to their needs	Pupils have access to curriculum appropriate to their needs. Resources	Staff to liaise with SENCO for appropriate equipment/resources.	Staff SENCO	September 2018	£500
						TOTAL £12,000

5. Review of expenditure				
Previous Academic Year		2016-17		
Focus	Initiative	Success Criteria	Impact	Cost
Continued Teaching & Learning Support.	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 confident in themselves and that academic gaps have been narrowed. Pupils make national expectations or better. Differentiated support enabling pupils to access the curriculum.	1:1 and small group work focused on areas for development. Pupil confidence improved and all PP children had access to whole curriculum.	Teacher Maths/English 1:1 £2,000 LSA £ 3,000
Staff Skills & CPD.	Intervention programmes and training from SENCO. '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 £500
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 - i.e. 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.	£1,215
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.	£1,245  Total - £7,995