



St. John's Infant & Nursery CE School Pupil Premium Strategy 2017-2018



Main barriers to educational achievement faced by pupils eligible for the Pupil Premium Grant at St John's

Barrier 1	Barrier 2:	Barrier 3:	Barrier 4:	Barrier 5
Children often come into school at a lower baseline in reading. We aim to narrow/eradicate this gap each year that they attend St John's.	Children often come into school at a lower baseline in writing. We aim to narrow/eradicate this gap each year that they attend St John's.	Children from a variety of backgrounds may have suffered early trauma, anxiety, attachment issues which can be a barrier to learning.	Home/additional academic support. Sometimes there is a gap between the support provided at home due to parental skills or financial means e.g. to access tutor support.	Enrichment opportunities to develop skills in foundation subjects

	2017-2018 Budget Pupil Premium Ever 6	
Year R- Year 2 Nursery TOTAL	Early Years Pupil Premium	£ 23,760



	How we will spend the pupil premium.	Why use this approach?	How we will measure the impact?	Evaluation of impact on pupil achievement
Barrier 1 Children often come into school at a lower baseline in reading. We aim to narrow/eradicate this gap each year that they attend St John's	<ul style="list-style-type: none"> LSA/teacher increased support to provide more one to one reading opportunities in school One to one teacher intervention support to narrow gaps in children's learning. AFL of in-class learning to inform planning of intervention work Class teacher and Inclusion leader time, working with parents, supporting them in their skills in reading with their children. This will be on an individual basis and in a parent workshops. 	<p>Regular reading is key to supporting rapid progress in reading</p> <p>By using one to one support children are having the opportunity to receive teaching that reflects their personalised learning needs.</p> <p>Individual support for specific parents can seem less daunting, and more appropriate for some families.</p>	<ul style="list-style-type: none"> Pupil progress meetings Data (progress and attainment) Progress against individual targets SLT monitoring and evaluation schedule to measure impact and adapt if necessary. Parental feedback 	<p>There is evidence of improvement across the school.</p> <p>Rate of progress was higher in last years year 2 than non-ppg pupils so we continue to diminish difference.</p> <p>Daily parent helpers hearing specific children read.</p> <p>One to one support has proven to be effective and is in place for almost all PPG pupils this year.</p>
Barrier 2 Children often come into school at a lower baseline in writing. We aim to narrow/eradicate this gap each	<ul style="list-style-type: none"> One to one teacher intervention support to narrow gaps in children's learning. 	<p>By using one to one support children are having the opportunity to receive teaching that reflects their</p>	<ul style="list-style-type: none"> Pupil progress meetings Data (progress and attainment) 	<p>One to one support was effective and there was evidence of the gap narrowing.</p>

<p>year that they attend St John's.</p>	<ul style="list-style-type: none"> • AFL of in-class learning to inform planning of intervention work • Interventions such as Precision Monitoring, Fischer • Additional Early Years support with Inclusion Early Years Practitioner. • Class teacher and Inclusion leader time, working with parents, supporting them in their skills in developing writing with their children. 	<p>personalised learning needs.</p> <p>Recommendation by EP service as showing rapid progress</p> <p>Early intervention in an approach specifically suited to Foundation Stage children.</p> <p>Individual support for specific parents can seem less daunting, and more appropriate for some families.</p>	<ul style="list-style-type: none"> • Progress against individual targets • SLT monitoring and evaluation schedule to measure impact and adapt if necessary • Intervention records • Monitoring with EP • Achievement data • Evidence in Learning Journals 	<p>Individual intervention plans were successful and will continue to be used this year. Children across the school made good progress in writing.</p> <p>The progress in year 1 was not as good however there is a great deal of support in place for these PPG children this year.</p> <p>Pupils progress meetings very effective in identifying specific children and ensuring support is in place for them.</p>
<p>Barrier 3 Children from a variety of backgrounds may have suffered early</p>	<ul style="list-style-type: none"> • Play therapy with qualified counsellor for 12 weeks of sessions. 	<p>We use the PPG grant to give children access to counselling and play therapy that others may</p>	<ul style="list-style-type: none"> • Pupil voice • Attendance • Parent/ school discussion 	<p>Play therapy is having an impact and will continue to</p>

<p>trauma, anxiety, attachment issues which can be a barrier to learning.</p>		<p>be able to afford. We have found that if children have better mental health they are more ready to learn.</p>	<ul style="list-style-type: none"> Achievement data 	<p>be used where needed.</p>
<p>Barrier 4 Home/additional academic support Sometimes there is a gap between the support provided at home due to parental skills or financial means e.g. to access tutor support</p>	<ul style="list-style-type: none"> One to one teacher intervention support to narrow gaps in children's learning. AFL of in-class learning to inform planning of intervention work One to one teaching assistant sessions before school to boost children's learning 	<p>By using one to one support children are having the opportunity to receive teaching that reflects their personalised learning needs.</p>	<ul style="list-style-type: none"> Pupil progress meetings Data (progress and attainment) Progress against individual targets SLT monitoring and evaluation schedule to measure impact and adapt if necessary 	<p>One to one support gave children the additional support that at times they are missing out on at home. Teachers set specific targets for pupils which one to one teacher was able to work on. Targets reviewed regularly showing progress.</p>
<p>Barrier 5 Enrichment opportunities to develop skills in foundation subjects</p>	<ul style="list-style-type: none"> Small group violin tuition Clubs e.g. ballet, street dance, drama, football School trips/enrichment activities 	<p>To give children the opportunity to develop their skills and learning in foundation subjects as well as core subjects.</p>	<ul style="list-style-type: none"> Pupil progress meetings Teacher feedback Pupil voice Pupil Feedback Attendance Parent/ school discussion Foundation subject tracking 	<p>Children given the opportunity to take part in clubs and trips.</p> <p>Built children's confidence and developed their social skills.</p>

Date of strategy review: October 2018