

## Pupil Premium Strategy / self-evaluation (St John's School)

1. Summary information					
<b>School</b>	St John's Infant and Nursery School				
<b>Academic Year</b>	2019- 20	<b>Total PP budget</b>	£16 14.50	<b>Date of most recent PP Review (Audit)</b>	1.2.20
<b>Total number of pupils</b>	199	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	Apr /20

2. Current attainment			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>			
<b>Progress score in reading (as measured in the school)</b>			
<b>Progress score in writing (as measured in the school)</b>			
<b>Progress score in mathematics (as measured in the school)</b>			
3. Barriers to future attainment (for pupils eligible for PP)			
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>			
<b>A.</b>	Children often come into school at a lower baseline in writing.		
<b>B.</b>	Children often come into school at a lower baseline in reading.		
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>			



<p><b>C.</b></p>	<p>PPG pupils feel happy and safe at school despite attachment, anxiety, trauma or other barriers to learning. Lack of parental engagement and gaps in parenting skills</p> <p>Pupil and parent voice. Pupil progress meetings with evidence of progress in well-being. Play therapist to support vulnerable children. Family support worker to support vulnerable parents.</p>	<ul style="list-style-type: none"> <li>i) Pupil and parent voice</li> <li>ii) Monitor attendance and lateness.</li> <li>iii) Reduce anxiety for Y2 children when transitioning to Fair Field.</li> <li>iv) Access to play therapy.</li> <li>v) Access to the Family Support Worker / Intensive Family Support worker to support open dialogue between services and family.</li> </ul>
<p><b>D.</b></p>	<p>Enrichment opportunities to develop emotional well-being and or support academic progress.</p> <p>Pupil progress meetings Teacher feedback Pupil voice Pupil Feedback Attendance to activities Parent/ school discussion Attendance record to clubs and communication between school and clubs.</p>	<ul style="list-style-type: none"> <li>i) PPG children attend at least one extra-curricular activity.</li> <li>ii) Pupil voice</li> <li>iii) Parent voice</li> </ul>

5. Review of expenditure										
Previous Academic Year		2018 - 2019 (£25,080)								
i. Quality of teaching for all										
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost						
QFT, Leadership monitoring, planning and pupil support, additional phonics lessons.	Reduce/ eradicate the attainment gap between PPG and Non PPG children in reading.	<p>Phonics pass rate was 78% which was lower than expected.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PPG</th> <th>Non- PPG</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>80% passed</td> <td>76% passed</td> </tr> </tbody> </table>	Year Group	PPG	Non- PPG	Year 1	80% passed	76% passed	<p>Next steps: We will continue with this approach. Track, monitor and evaluate records of individual children and interventions. Phonics trackers to be developed as a whole school approach. Whole class phonics teaching, with additional support to plug gaps proved successful. Phonics books to be introduced to all year groups. Staff meeting and training to ensure whole school consistent approach. Support staff to ensure consistency and understanding of the phonics assessment procedures in Year 1 by means of moderation.</p>	£ 11,314
Year Group	PPG	Non- PPG								
Year 1	80% passed	76% passed								

<b>ii. Targeted support</b>						
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).			<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
QFT, Leadership monitoring, planning and pupil support in small groups from Support teacher.	Reduce/ eradicate the attainment gap between PPG and Non PPG children in reading and writing.	<b>Reading</b>	<b>PPG</b>	<b>Non- PPG</b>	Support will continue next year with a view to changing the structure of support. As before we will use the pupil progress and teacher assessment to identify the need. However, we will look introducing short sharp in class support.	£11,466
		<b>Reception</b>	4 steps progress	3.5 steps progress		
		<b>Year 1</b>	80% ARE Significate Positive Progress	78% ARE Positive Progress		
		<b>Year 2</b>	64% ARE Positive Progress	91% ARE Positive Progress		
		Phonics pass rate for PPG was 4% higher than Non- PPG.				
		<b>Writing</b>	<b>PPG</b>	<b>Non- PPG</b>		
		<b>Reception</b>	4 steps progress	3.5 steps progress		
		<b>Year 1</b>	80% ARE Positive Progress	65% ARE Positive Progress		
		<b>Year 2</b>	64% ARE Positive Progress	86% ARE Positive Progress		

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Play therapy	Children are able to manage their feelings and discuss past experiences and traumas which in turn means they are happier in school	The impact of counselling for these children was positive. Children were better equipped to manage their feelings and focus better in class. It also supported the transition at the end of the year to Fair Field.	Counselling to continue as this is valuable for our vulnerable children. It allows them to speak to a professional with expertise in this area. Will continue to use this approach.	£600
Family Support	Families feel supported through guidance with parenting, setting boundaries at home and protective behaviours and work with the children in their own settings.	Parents/Carers and children have commented on the positive impact this has had. They feel supported, it also supports the school to build a link between home and school. Support developing firm foundations.	Family Support Worker and Intensive Family Support Worker to continue so that parents can discuss any support they need. Will continue to use this approach.	£640

Clubs & Music	Children are given other opportunities to participate in clubs and or play an instrument they may not have been able to due to funding and financial reasons. Help them become confident and raise self-esteem.	Children and parents/carers have enjoyed taking part in clubs offered and playing violin. They have had opportunities to share their progress and perform to school and their peers.	These opportunities to continue to be available to these children so that they are not missing out.	£1,050
Trips (day and residential)	Children to have wider experiences to improve their understanding of subjects at school through practical activities and visits to places around the country.	Our children (especially vulnerable children) love our offer of trips and it is clearly an enjoyable experience for all. This is evidenced through parent/carers and pupil voice, photos taken and discussion had with the staff and children.	Continue these experiences for all the children offering part or full payments for trips to ensure that all children can participate.	£1,672

1:1 Additional academic support to close the gap.	By using one to one children will have the opportunity to receive personalised learning to reflect the needs.	Individual targets were met based on specific targets set by the teacher.	One to one support gave the children additional support to ensure progress was being made and opportunity they would miss out on at home. This will be continued.	220.00
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## 6. Planned expenditure

Academic year

2019 - 2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Planning, monitoring, training	Achievement for All- Reduce the attainment gap between PPG and Non PPG children	Evidence shows that Quality First Teaching has the most impact for all pupils including PPG. Training will improve skills in teaching for all staff which in turn will have a positive impact on progress. Strategic planning will improve progress for all through close monitoring of teaching, pupil books and interventions	Shared leadership and approach to raising attainment across all year groups. Close tracking and monitoring of pupils and interventions put in place. Regular meetings with staff, parents and children to ensure they are part of the process.	SLT	Termly



<b>Total budgeted cost</b>					<b>£3 740</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>
In class support from support teacher.	Tackle gaps in learning as they arise.	Education Endowment Foundation – evidence that verbal feedback to children accelerates progress.	Planning shared with all staff. Class teacher used to support the children who have been flagged up at pupil progress based on progress / attainment concern. Children to be supported in class by class teacher as focus children.	SLT, class teacher and support staff.	Half termly
1:4 support teacher	Close gaps in English and Maths to support accelerate progress.	Education Endowment Foundation – evidence shows that additional support in small groups or 1:1 are effective over a set period of time.	Use of the data from pupil progress to highlight the children who have gaps developing in their learning. Discussion with the class teacher. SENCo to share groups with support teacher.	SENCo	Half Termly
<b>Total budgeted cost</b>					<b>£3 740</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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>

Counselling	Children are able to manage their feelings and discuss past experiences and traumas which in turn means they are happier in school	Increase in need for children to be supported emotionally as well as improve their mental health and well-being, as this is a barrier to their learning.	Regular liaison with counselling service. Timely referrals through discussions with parents/carers and pupils. Communicate what is working well in the 1:1 sessions so that children can be supported in school too.	SENCo	Half termly.
Family Support	Family feels supported through guidance with parenting, setting boundaries at home and protective behaviours work with the children in their own settings.	Support for the family directly impacts on the child's well-being and learning in school. This is evidenced through pupil case studies that have shown clearly how this family support can make a difference to the child and their families.	Target parents/carers who are vulnerable and need guidance with setting boundaries and routines at home. Regular liaison with the family support worker. Targeted work which impacts on their learning at school their well-being. Support with uniform as and when needed.	SENCo	On-going

Clubs / Music	Children are given other opportunities to participate in clubs and or play instruments they may not have been able to due to funding and financial reasons. Help them become confident and raise self-esteem.	Extra-curricular opportunities increase children's self-esteem and confidence so that they are not only being judged in the core curriculum subjects. Children receive a wider range of opportunities so that their creative strengths can be shared.	Continue to employ music teachers and extra outside clubs to ensure wider opportunities. Meet with Finance Manager to ensure that all children are having these opportunities or being offered them.	SENCo	Half termly
Trips (day and residential)	Children to have wider experiences to improve their understanding of subjects at school through practical activities and visits to places around the country.	Learning through real life experiences is more enjoyable and real for those children who find learning in a classroom setting difficult. Children often excel and show their capabilities in different exploration experiences like a residential trip.	Meet with Finance Manager to ensure that all children are having these opportunities or being offered them. Organise trips and experiences for all children.	SENCo Finance Manager Teaching Staff and SLT	Half termly

Breakfast club	Children have a healthy breakfast at the start of the day.	Dr Kevan Collins, Chief Executive of the Education Endowment Foundation, said:  “Having a good breakfast is something which many of us take for granted as a good start to the day, and has been shown to make a real difference to pupils' concentration. What we don't know enough about is how to deliver free breakfasts to get the best impact on attainment.	Class teachers to raise any concerns around lack of breakfast.	SLT and Finance Manager	As needs arise- ongoing
Virtual School Support	LAC children to be fully supported and monitored via the Virtual School.	The role of the Virtual School is to promote the educational achievement of Children in Care, through having high aspirations and working to close the attainment gap between those children and their peers.	SENCo will complete the termly ePEPs and submit them within the allocated time. SENCo will complete termly telephonic review with the Commissioned Adviser for Children in Care and implement strategies suggested.  Termly meeting with Social Services and parents.	SENCo	Termly, Virtual School termly review.

<p>Additional academic support to close the gap.</p>	<p>By using one to one children will have the opportunity to receive personalised learning to reflect the needs which they might not be able to access at home.</p>	<p>Education Endowment Foundation, found that on average, individualised instruction has a positive effect on learners.</p>	<p>One to one support gives children additional support to ensure progress is being made and opportunity they would miss out on at home. This will ensure developing positive outcomes on their wellbeing. Individual targets will be set by the teacher and discussed with support teacher.</p>	<p>SENCo and Teachers</p>	<p>SENCo, class teacher</p>
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<p>Earlier starts to Nursery / extended days.</p>	<p>Children have access to early years development and ensure good foundations are development.</p>	<p>EEF research : Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning three make approximately six additional months' progress compared to those who start a year later. Positive effects have been detected for early reading outcomes in the first year of primary school and moderate to high effects have been detected for early language and number skills. There are some indications that the impact of high-quality early years provision is particularly positive for children from low-income families.</p>	<p>SLT to discuss and highlight vulnerable children. Offer additional hours or earlier start to those families.</p>	<p>SLT and Finance manager</p>	<p>As needs arise- ongoing</p>
<b>Total budgeted cost</b>					<b>£9 234.50</b>