

# Pupil premium strategy statement

| 1. Summary information        |                             |   |         |   |              |
|-------------------------------|-----------------------------|---|---------|---|--------------|
| <b>School</b>                 | St John's CEVA First School |   |         |   |              |
| <b>Academic Year</b>          | 2018-19                     | <b>Total PP budget</b>                  | £ 56760 | <b>Date of most recent PP Review</b>                  | Feb 2019     |
| <b>Total number of pupils</b> | 289                         | <b>Number of pupils eligible for PP</b> | 44      | <b>Date for next internal review of this strategy</b> | By Sept 2019 |

| 2.   | 3. Current attainment                   |  |                                   |
|--|---|--|-----------------------------------|
|  | <i>Pupils eligible for PP with SEND</i> | <i>Pupils eligible for PP, no SEND</i> | <i>Pupils not eligible for PP</i> |
| <b>% achieving ARE in reading, writing and maths</b> | 46%                                     | 90%                                    | 87%                               |

## 4. Barriers to future attainment (for pupils eligible for PP, including high ability)

| In-school barriers |  |
|--------------------|--|
| <b>A.</b>          | 30% of children eligible for PP also have a special educational need or disability: <ul style="list-style-type: none"> <li>• A number of children in key stage 1 have social communication difficulties, which, for some, impacts on the progress they are making in learning</li> <li>• A group of children have dyslexic tendencies, including working memory difficulties, which impacts on progress in reading, writing and maths</li> <li>• A small group of children have medical issues alongside significant learning difficulties, which impact on all areas of learning</li> <li>• A small group of children have significant social and emotional difficulties, which impact on their learning</li> </ul> |
| <b>B.</b>          | 52% of children eligible for PP also have an EHA and/or CSC involvement, including 4% CLA.   |
| <b>C.</b>          | 11% of children eligible for PP also have English as an additional Language.   |
| <b>D.</b>          | Redundancy process due to financial constraints has led to a significant reduction in time allocated to a senior leader to over-see provision  |

## External barriers (*issues which also require action outside school, such as low attendance rates*)

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|-----------|---|
| <b>E.</b> | Attendance for children eligible for PP is 94.5 %, compared to children not eligible, which is 95.8% (improvement of 1.5% from previous year) |
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## 5. Desired outcomes

|           | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
|-----------|---|---|
| <b>A.</b> | <ul style="list-style-type: none"> <li>• Improvements for children eligible for PP who also have a special educational need or disability in the following areas:</li> <li>• Social communication – group to run regularly each week</li> <li>• Literacy Skills – through high quality class teaching and appropriate scaffolding and support, the gap will close for children with SpLD , compared to their peers</li> </ul> | <ul style="list-style-type: none"> <li>• Socially Speaking Assessment/Talkboost scores will increase</li> <li>• Reading ages and spellings ages will increase at an accelerated rate</li> </ul> |

|           |   |   |
|-----------|---|---|
|           | <ul style="list-style-type: none"> <li>• Medical needs – children to make at least expected progress through high quality teaching / differentiation and additional support</li> <li>• Learning delay – children will make measurable small step progress with additional support</li> <li>• Social, emotional or mental health issues – children to make measurable small step progress with individualised support</li> </ul> | <ul style="list-style-type: none"> <li>• Expected progress in reading, writing and maths will be recorded on SPTO</li> <li>• Alternative assessment materials will be used to record small steps (such as P Scales, Wakefield Progression Steps)</li> <li>• Boxall and ELSA assessments will show progress in children's wellbeing</li> </ul> |
| <b>B.</b> | Support relating to EHA/CSC involvement is stepped down   | Fewer children eligible for PP will need EHA/CSC support.   |
| <b>C.</b> | Children with EAL make progress in language, which impacts positively on their academic progress  | Children with EAL, who are eligible for PP to receive regular, focused language support and make accelerated progress   |
| <b>D.</b> | Children without any additional needs to achieve secure age related expectation, including some at greater depth  | Children eligible for PP, and with no additional need, to make accelerated progress compared to their peers, to close gaps in mathematics, reading and writing, and enable learning at greater depth  |
| <b>E.</b> | Children eligible for PP will access available curriculum enrichment opportunities  | Children will be supported to attend music tuition, extra-curricular activities, trips and outings, including residential where appropriate   |
| <b>F.</b> | Increased attendance rates for children eligible for PP   | The number of absences amongst children eligible for PP will decrease to move towards being in line with all children   |

| 6. Planned expenditure  |  |   |   |            |                                      |
|---|--|---|---|------------|--------------------------------------|
| Academic year   |  | 2018-19   |   |            |                                      |
| 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?   | Staff lead | When will you review implementation? |
| Children to achieve secure age related expectation, including some at greater depth.<br><br>Improvements for children who also have a special educational need or disability in the following areas:<br>Language development<br>Social communication<br>SpLD<br>Medical and/or learning delay<br>Social Emotional and Mental health | High quality class teaching for all children with consistent use of the Core Standards to support all areas of need at a universal level | All class teachers need to be teachers of all children. Evidence demonstrates that this is the most effective way to sustainably improve attainment for all children and to close the gap | Performance management, lesson observations, moderation, work scrutiny, data monitoring, pupil progress meetings with a focus on vulnerable groups and professional development meetings to review need and provision, relating to the Core Standards | SLT        | July 2019                            |
|   | CPD to support high quality class teaching and providing stretch and challenge   | Some children eligible for PP are believed not to be currently achieving their potential and the want to ensure they are supported to attain learning at greater depth where possible     | All teaching staff to attend FLP and Y2 moderation events for reading, writing and mathematics, to review and develop understanding of teaching and learning at greater depth.<br>Reviews at pupil progress meetings and data monitoring              | SLT        | July 2019                            |
| <b>Total budgeted cost</b>  |  |   |   |            | £12877                               |
| 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? |

|  |  |   |   |                   |  |
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| Children with EAL make progress in language, which impacts positively on their academic progress   | Appropriate classroom strategies implemented based on Core Standards and advice from in-school EAL team, and EMATES when deemed necessary.<br>Focused, regular and specific support from trained staff member with 1:1 and small group interventions   | Children with the additional difficulty of English as an additional language require appropriate strategies and support to develop language skills in order to access the wider curriculum  | Reviews at pupil progress meetings and data monitoring  | EAL team          | July 2019                                  |
| Improvements for children eligible for PP, who also have a special educational need or disability in the following areas:<br>Language development<br>Social communication<br>SpLD<br>Medical and/or learning delay<br>Social Emotional and Mental health | Appropriate classroom strategies and personalised learning plans to be implemented, based on Core Standards and resources and advice from SENCO.<br>Evidence based, time limited interventions from trained staff members, with 1:1 and small group interventions, such as Talk Boost, Talkabout, Nurture, ILI, ELSA, personalised Maths or English tuition<br><br>For some children 1:1 classroom support may also be beneficial.<br>Additional support to be sought from outside agencies (eg: LSS, EP, PIMS) when | Teachers are teachers of all children. Some children will require additional personalised learning opportunities and focused support to address misconceptions, close gaps and accelerate learning.<br>Evidence based, time limited interventions are known to positively impact on progress and attainment | Performance management, lesson observations, moderation, work scrutiny, data monitoring, pupil progress meetings with a focus on vulnerable groups and professional development meetings to review need and provision, relating to the Core Standards | SLT               | July 2019                                  |
| <b>Total budgeted cost</b>   |  |   |   |                   | £41756                                     |
| <b>iii. Other approaches</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> |

|   |  |  |  |                                     |           |
|---|--|--|--|-------------------------------------|-----------|
| Support relating to EHA/CSC involvement is stepped down due to reduced levels of need | Close liaison with FLP Behaviour and Vulnerability Manager, timely use of EHA and TAS, including PFSA and PAT workers working in partnership with school to support families at times of need. Close liaison and open communication with parents | Early intervention and close working relationships between professional agencies and with parents will support and promote success and overcome need | EHA/CSC involvement will be monitored closely and all concerns addressed in a timely fashion | DSL and Deputy DSLs                 | July 2019 |
| Increased attendance rates for children eligible for PP                               | Attendance to be closely monitored and absence questioned daily so that problems are addressed quickly. Support will be sought from, eg: PFSA, PAT workers to assist when appropriate. Support from attendance officer when appropriate          | Children need to be in school in order to make progress  | Ongoing absence to be questioned and families to be supported to maintain good attendance    | Admin Officer, SLT                  | Monthly   |
| Children eligible for PP will access available curriculum enrichment opportunities    | Parents to be made aware that support to access such opportunities are available. Children to be encouraged to take part.  | Children eligible for PP may not otherwise have the opportunity for such experiences and should not be disadvantaged                                 | Record to be kept of opportunities provided  | PP coordinator & Admin/Finance Team | July 2019 |
| <b>Total budgeted cost</b>  |  |  |  |                                     | £2127.00  |

| 7. Review of expenditure   |   |   |   |      |
|--|---|---|---|------|
| Previous Academic Year   |   | 2017-18 (Budget: £50160)  |   |      |
| i. Quality of teaching for all   |   |   |   |      |
| Desired outcome  | Chosen action/approach  | 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 |
| To track the progress of all children, including tracking significant groups   | SPTO subscription and support of SIP to interrogate data  | Children making slow progress are identified quickly, and appropriate additional support put in place to accelerate progress  | Tracking system has enabled detailed data analysis showing attainment and progress of significant groups, allowing staff and governors to monitor the impact of teaching – this will continue 2017 – 2018   | 5586 |
| <p>Children to achieve secure age related expectation, including some at greater depth.</p> <p>Improvements for children who also have a special educational need or disability in the following areas:<br/>           Language development<br/>           Social communication<br/>           SpLD<br/>           Medical and/or learning delay<br/>           Social Emotional and Mental health</p> | <p>High quality class teaching for all children with consistent use of the Core Standards to support all areas of need at a universal level</p> <p>CPD to support high quality class teaching and providing stretch and challenge</p> | <p>Core Standards have been introduced to Teachers and Support Staff through PDMs</p> <p>Teachers attended the FLP Moderation / Training Events, which focussed on Greater Depth learning, giving staff a clearer understanding of what GD work can look like</p> <p>10% of PP children achieved GD compared to 10% last year</p> | <p>Further CPD is necessary to support all staff in applying the Core Standards to their daily practice.</p> <p>Teachers will continue to attend FLP events</p> <p>On Track / Standards Files will be created and used as a reference tool to support staff in their judgements</p> | 7538 |

**ii. Targeted support**

| <b>Desired outcome</b>   | <b>Chosen action/approach</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><br>(and whether you will continue with this approach)                    | <b>Cost</b> |
|--|---|---|---|-------------|
| Children with EAL make progress in language, which impacts positively on their academic progress | Appropriate classroom strategies implemented based on Core Standards and advice from in-school EAL team, and EMATES when deemed necessary. Focused, regular and specific support from trained staff member with 1:1 and small group interventions | Children with EAL, including those with PP eligibility, made accelerated progress compared to children without EAL        | Targeted support has had a positive impact leading to accelerated progress – this will continue | 7647        |

|  |   |   |  |              |
|--|---|---|--|--------------|
| <p>Improvements for children eligible for PP, who also have a special educational need or disability in the following areas:<br/>Language development<br/>Social communication<br/>SpLD<br/>Medical and/or learning delay<br/>Social Emotional and Mental health</p> | <p>Appropriate classroom strategies and personalised learning plans to be implemented, based on Core Standards and resources and advice from SENCO. Evidence based, time limited interventions from trained staff members, with 1:1 and small group interventions, such as Talk Boost, Talkabout, Nurture, ILI, ELSA, personalised Maths or English tuition</p> <p>For some children 1:1 classroom support may also be beneficial. Additional support to be sought from outside agencies (eg: LSS, EP, PIMS) when deemed necessary.</p> | <p>End of intervention standardised assessments show children have made accelerated progress for example:</p> <p>Focused 3 months intervention led to an average of 16.5 months progress in number age as measured by the Sandwell Early Numeracy Test</p> <p>Focused English intervention 'Beat Dyslexia' led to an average of 11.5 months progress in reading age measured by the Salford Sentence Reading Test and an average of 10 months progress in spelling age measured by the GL Single Word Spelling Test</p> <p>Children accessing SEMH support have improved outcomes as measured by the SDQ, Boxall and Thrive assessments</p> | <p>Targeted support has had a positive impact leading to accelerated progress – this will continue</p> | <p>34109</p> |
|--|---|---|--|--------------|

### iii. Other approaches

| Desired outcome  | Chosen action/approach  | 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        |
|--|---|--|---|-------------|
| <p>Support relating to EHA/CSC involvement is stepped down due to reduced levels of need</p> | <p>Close liaison with FLP Behaviour and Vulnerability Manager, timely use of EHA and TAS, including PFSA and PAT workers working in partnership with school to support families at times of need.<br/>Close liaison and open communication with parents</p> | <p>EHA has been used effectively to provide early help and access to services beyond the school<br/>Families in need have been supported by a multi-agency approach</p> <p>The SC – 'fewer children eligible for PP needing EHA / CSC support' was not reduced. However, some families receiving support were 'stepped down' to a lower level. There have also been some new families requiring support.</p> | <p>EHA is effective in ensuring timely and appropriate support – this will continue</p> | <p>1240</p> |



|   |  |  |   |              |
|---|--|--|---|--------------|
| <p>Increased attendance rates for children eligible for PP</p>                            | <p>Attendance to be closely monitored and absence questioned daily so that problems are addressed quickly. Support will be sought from, eg: PFSA, PAT workers to assist when appropriate.<br/>Support from attendance officer when appropriate</p> | <p>Attendance for this group has improved by 1.5% on last year, from 93% to 94.5%</p> <p>Focused monitoring has been more regular, providing support and guidance to school and families. This has had a positive impact on the attendance of some individual children eligible for PP.</p>  | <p>School to continue to ensure rigour regarding absence / lateness</p>   | <p>964</p>   |
| <p>Children eligible for PP will access available curriculum enrichment opportunities</p> | <p>Parents to be made aware that support to access such opportunities are available. Children to be encouraged to take part.</p>   | <p>All Y4 children eligible for PP attended the residential visit</p> <p>All KS2 children eligible for PP have had the opportunity to access peripatetic music lessons</p> <p>All children eligible for PP accessed additional sports festivals within the FLP</p> <p>All children eligible for PP have had the opportunity to access after school art and multi-sports clubs.</p> | <p>Children are enabled to fully engage with opportunities, which they may otherwise miss out on<br/>This needs to continue</p> | <p>1163</p>  |
|   |  |  |   | <p>58247</p> |