



St John's Primary School

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Headteacher: Miss Nicky Hughes

Pupil Premium Grant Expenditure: Report 2013/14

Context of School

St John's School is a one form entry school in the market town of Wallingford in Oxfordshire. It provides extended provision from 7.45am to 5.30pm every day, including breakfast and after school clubs.

The school is one of the five schools which founded the Oxfordshire Partnership Education Network (OPEN) Academy Trust in June 2013. Of the other four schools in the partnership, three are in the local town of Didcot and the fourth in the nearby village of Cholsey. The OPEN Academy Trust is a supportive network and teaching and provision for pupils is improved by sharing good practice across the five schools.

A thorough monitoring schedule is in place to track progress of the pupils in the school. Teaching staff and members of the Senior Leadership Team (SLT) track the progress of all children. A particular focus is placed on pupils belonging to specific groups that have been identified as being particularly vulnerable. These groups include:

- Those eligible for Free School meals (FSM) or have been in receipt of FSM (Ever 6)
- Looked After Children (LAC)
- Children who have been adopted from care
- Children in service families

Objectives of Pupil Premium Spending

The Pupil Premium Grant (PPG) was introduced as historically, the levels of attainment for pupils in receipt of FSM were lower than other groups of pupils. Although the numbers of children belonging to these groups of children at St John's School are relatively small, the needs of these groups are still significant.

Our key aim is to use the PPG to ensure that all pupils belonging to the groups above are making good progress. By identifying barriers to learning, our provision is tailored to the needs of each individual pupil for whom we receive the PPG. We have used guidance and research from the Sutton Trust, National Education Trust (NET), The Virtual School for Oxfordshire and other leading educational groups to further develop our understanding of best use of the PPG.

Therefore, in order to obtain maximum impact from the PPG, we consider the following key points:

Pupils

- All PPG pupils benefit from the funding, not just those who are underachieving.
- Pupils working at all levels are targeted (not just lower attaining pupils).
- Non- PPG pupils will also benefit from targeted support for PPG through whole school and group initiatives.

Involving all stakeholders

- A designated lead teacher is able to co-ordinate the expenditure of the Pupil Premium Grant.
- Teaching and support staff are aware of who the pupil premium and vulnerable children are in the school.
- Teaching staff attend regular meetings with the designated lead teacher and parents and carers to discuss pupil needs and activities to address these. St John's School values the comments and concerns of parents and carers.
- Support staff also discuss concerns and individual needs with the class teacher and designated lead teacher.
- Pupils are becoming increasingly involved in recognising the 'movers' and 'blockers' that help and hinder their learning.

Quality First Teaching

St John's School will continue to ensure that all children receive good teaching, see the school's 'Every Child Deserves Good Teaching Every Day' document. This is developed by:

- Supportive observations and work scrutiny to ensure consistent implementation.
- Individual Pupil Progress (IPPI) meetings three times a year with the Senior Leadership Team.
- Continued high quality CPD for all staff, including coaching in school and training sessions through OPEN.
- In school and cross school moderation to ensure assessments are accurate.

Individualising Support

- The support we will provide is personalised to each pupil. Observations, assessments and discussions analyse the difficulties and needs of the pupils.
- The school identifies that there is no 'one size fits all approach'.
- The individualised support may take the form of tailored 1:1 or group intervention in maths or literacy, in school nurture support, support and advice from external agencies or extra-curricular activities. Stakeholders aim to think 'outside the box' to address pupils' specific needs.
- Barriers and actions to support pupils for whom we receive the PPG may also be identified in the Common Assessment Framework (CAF) or Team around the Child/Family (TAC/F) meetings.

In 2013, a designated lead teacher was employed to identify best use of spending the PPG, support teaching staff in providing support for PPG pupils and monitor the progress of such pupils. Part of their role has also been to teach PPG pupils in 1:1 and small group learning tasks.

The school has also provided a HLTA to support with nurture and behaviour concerns. PPG pupils have had opportunities to complete 1:1 and small group activities to build self-esteem, social skills and key values to become successful and confident individuals.

Number of Pupils at St John's School	
Total number of pupils on roll 2013-2014	208
Total number of pupils eligible for PPG	15 (7%)

Details of Expenditure and Impact					
Focus	Key Stage	Resource	Cost	Objective	Outcome
On social, emotional and behaviour	FS, KS1 and KS2	HLTA interventions 1:1 and group	£1769	Nurture support for children with a range of emotional and behavioural difficulties.	Children are more confident and happy. They enjoy their nurture time and benefits are seen through observations in class. Issues can be addressed promptly.
		Nurture support from Forest School Leader	£720	Nurture support for children with a range of emotional and behavioural difficulties.	Children transfer skills from nurture sessions into other situations. They try new challenging, outdoor activities.
	KS2	Star Group	£704	Providing nurturing activities for children who find interaction and communication difficult and have low confidence.	QCA scores showed average improvement of 11 points after intervention, indicating improved readiness to learn.
		Leading Learners	£150	To enable pupils to become active learners.	Pupils take more responsibility in their learning and at less risk of underachieving.
		The Art Room	£1700	To provide a quiet and relaxed environment for pupils to receive pastoral support.	Pupils enjoyed visiting The Art Room and this had a calming effect on their behaviour in school. Reluctant artists believed they could achieve in art sessions.
		Transition work	£176	To ensure pupils are confident to move onto their secondary school.	The transition between primary and secondary school went well.
On learning in the curriculum	KS1	Additional phonics	£900	More pupils will pass the Y1 Phonics assessment.	71% of pupils passed the Y1 phonics test as opposed to 54% last year.
		Teaching by former maths co-ordinator/ SENCo	£1200	Differentiated teaching focuses on more able and less able groups of children. These children will make good progress.	PPG pupils in Y1 made average 5.5 points progress in the year. Y2 PPG pupils made 8 points progress in the year.
	KS2	One to one tuition- maths by SENCo	£520	To support underachieving pupils to make expected progress.	Further assessments purchased by school for enabling tailored provision in future as pupils have high level SEND needs.
		One to one intervention-	£330	To enable pupils to develop key skills to	Pupil confidence increased in reading.

		phonics and reading with TA		help them to make good progress in reading.	
		Group work with LA children: maths and writing with SENCo	£1390	For LA and SEN pupils to make minimum of 2 levels in maths and writing in the End of KS2 SATs.	All pupils made 2 or 3 levels progress since KS1.
		Reading work with MA children with SENCo	£1,819	For pupils to attain a Level 6 in the End of KS2 SATs.	No pupils attained L6 in reading. This was comparable to 2% attaining L6 nationally.
		Class teaching for Literacy by SENCo	£768	Clearly differentiated work focused on addressing needs of LA pupils	PPG pupils working at or above age related expectations at the end of the year.
		Maths Club	£1,792	To ensure pupils make at least two levels progress since KS1 with most making 3 levels and attaining minimum L4.	All pupils made a minimum of 2 levels progress from KS1-2.
		Booster groups for Y6 SATs	£450	To ensure pupils make at least two levels progress since KS1 with most making 3 levels and attaining minimum L4.	All pupils made a minimum of 2 levels progress from KS1-2.
		Resources purchased	£25	Pupils with sensory processing difficulties will be able to concentrate on learning.	Pupils with sensory difficulties feel happier in class situations.
		TA reading group support	£125	To support pupils at risk of underachieving before reaching Y6.	4 points progress made over the year.
	KS1 and KS2	Educational Psychologist	£600	To advise teachers with strategies to support underachieving pupils.	Teachers are more confident in addressing needs of pupils.
On families and community	KS1 and KS2	Home School Link Worker	£610	Develop links between home and school to ensure pupils are safe and ready to learn.	Hard to reach families are now frequently working with school.
	KS1	Children's Centre	No charge	Pupils will be more confident.	Pupils are confident and happy in school.
On enrichment beyond the curriculum	KS2	Residential trips and visits	£305	Pupils can attend residential trips.	Pupils attending residential trips developed new skills, including team work and communication skills. Confidence visibly increased.
	KS2	Breakfast Club-staffing and food	£100	Children will be prepared for SATs.	Pupils were more relaxed to take their SATs and coped well when carrying them out.
	KS1 and KS2	JACS After School Club	£288	Child care is provided for those parents who have difficulties collecting children at 3pm, e.g. work commitments.	Pupils are safe and happy at the after school club.

	KS2	Summer Camp	£90	Pupils can experience new activities.	Pupils grew in confidence to try new activities and develop skills.
On providing the lead for PP	FS, KS1 and KS2	Designated Teacher	£7,512	Time is used by designated lead to support teachers in providing appropriate activities and resources for PPG children. Involve parents, including those hard to reach.	The school has a better understanding of the Pupil Premium Grant and how it should be spent. Pupil progress is monitored closely and parents and teachers are involved. Hard to reach families are more engaged. Further training still required.

Total PPG received	June 2013- July 2014 £24,789
Total PPG expenditure	June 2013- July 2014 £24,043
PPG remaining	+ £746

Summary of the Impact of Pupil Premium Spending 2013-2014	
<p>Progress of pupils in receipt of the PPG has been above expected and in line with their peers. More able PPG pupils have generally made more progress than those PPG children who are also on the Special Educational Needs register.</p>	
<p>If you have further questions about the expenditure of the Pupil Premium Grant, please contact the school office.</p>	