

St John's Primary School  
Pupil Premium Strategy Statement – 2016-2017

1. Summary Statement					
School	St John's Primary School				
Academic Year	2016-17	Total PP Budget	£24,450	Date of most recent PP review	July 2016
Total number of pupils	204	Number of pupils eligible for PP	17	Date of next internal review of this strategy	Dec 2016

2. Current Progress and attainment 2015-16		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better progress in reading	72%	88%
% making expected or better progress in writing	58%	86%
% making expected or better progress in maths	81%	90%
3. Barriers to future attainment (for pupils eligible for PP)		
External Barriers (issues which also require action outside school, such as low attendance rates)		
A	Parental engagement in learning and nurture from parents	
B	Physical needs including poor sleep, diet, clothing and exercise	
C	Early trauma	
D	Young carers	
E	Lack of broader experiences e.g. theatre, seaside, clubs outside of school	
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
F	Speech and language difficulties including understanding a range of vocabulary, comprehension skills and order of speech	

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G	Engagement, motivation and learner behaviour
H	EBD – emotional and behavioural difficulties
I	Poor memory
J	Attention and listening skills
K	Specific learning difficulties e.g. dyslexia, dyspraxia, autism
L	Low entry levels at Foundation Stage therefore accelerated progress necessary
M	Attachment disorder
N	Low self esteem and confidence
O	Social interactions and awareness of others
<b>4. Desired Outcomes (Desired outcomes and how they will be measured)</b>	
A	Greater proportions of pupil premium pupils reaching age related expectations (whole school tracking system)
B	100% of pupil premium pupils to make expected or better progress (whole school tracking system)
C	Improved teaching staff knowledge to support vulnerable learners (observations, coaching, book scrutiny)
D	Progress measures show impact of actions e.g. QCA assessments, speech and language assessments, attention span monitoring, strengths and difficulties assessment, behaviour incidents

5. Planned Expenditure					
Academic Year		2016-17			
The three headings below enable schools to demonstrate how they are using 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/Cost	When will you review implementation?
100% of pupil premium pupils to make expected or	High quality feedback for all pupils	EEF +8 months	Book monitoring 1:1 meetings with teachers Staff meetings	NH No additional	On-going

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better progress. Greater proportions of pupil premium pupils reaching age related expectations.				cost	
Progress measures show impact of actions e.g. QCA assessments, and behaviour incidents.	Successful learner behaviour	EEF +8 months	Learning walks Pupil interviews Feedback to teachers	CM £200	On-going: December 2016 April 2017 July 2017
100% of pupil premium pupils to make expected or better progress. Greater proportions of pupil premium pupils reaching age related expectations.	Implementation of maths mastery	EEF +5 months	CPD Lesson observations Lesson study Training lead teachers Book monitoring	NH JB GH £100	CM: Data monitoring December 2016 April 2017 July 2017
100% of pupil premium pupils to make expected or better progress. Greater proportions of pupil premium	Implementation of writing mastery	EEF +5 months	CPD Lesson observations Lesson study Training lead teachers Book monitoring	SB £100	CM: Data monitoring December 2016 April 2017 July 2017

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pupils reaching age related expectations.					
100% of pupil premium pupils to make expected or better progress. Greater proportions of pupil premium pupils reaching age related expectations.	One to one tuition	EEF +5 months	Recording sheet for each session Monitor progress data for each child	CM £1,500	December 2016 February 2017
100% of pupil premium pupils to make expected or better progress. Greater proportions of pupil premium pupils reaching age related expectations.	Extra phonics group teaching	EEF +4 months	Monitoring phonics scores	SB £900	December 2016 February 2017 April 2017 June 2017
100% of pupil premium pupils to make expected or better progress. Greater proportions of pupil premium pupils reaching	Reading interventions - ARCh volunteers - FFT - 1:1 reading support - Reading for	EEF +5 months	Assessments including Neale Analysis ARCh evaluation forms Data tracking	CM £1,200	December 2016 February 2017 April 2017 June 2017

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age related expectations.	meaning				
100% of pupil premium pupils to make expected or better progress. Greater proportions of pupil premium pupils reaching age related expectations.	Small group tuition for maths – pre-teaching and First Class at Number	EEF +4 months	Assessments, including Sandwells assessments Data tracking	CM £1,750	December 2016 February 2017 April 2017 June 2017
100% of pupil premium pupils to make expected or better progress. Greater proportions of pupil premium pupils reaching age related expectations.	Training for teaching staff regarding barriers, including developing memory skills and specific literacy difficulties		Observations of teaching staff Book scrutiny Tracking of individual pupils Teacher confidence survey Coaching	CM £1,500	
Outcomes A-D	Designated Lead Teacher for PP		Fortnightly meetings with Headteacher Coaching Tracking documents Pupil Premium Review: OTSA	NH £2,400 + cost of OTSA review	On-going
Total Budgeted Cost				£9,650	
ii. Targeted Support					

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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?
100% of pupil premium pupils to make expected or better progress. Greater proportions of pupil premium pupils reaching age related expectations. Progress measures show impact of actions e.g. QCA assessments, and behaviour incidents.	Mentoring from secondary school sixth form pupils	EEF + 1 month	Discussion with and observation of pupils QCA checklists and behaviour incidents	CM  No additional cost	December 2016 April 2017 July 2017
100% of pupil premium pupils to make expected or better progress. Greater proportions of pupil premium pupils reaching age related expectations.	Quality conversations with parents, teachers and children: 'Structured Conversations' Achievement for All Pupil voice		Progress in subjects IPPI meetings	NH  Supply cover to release teachers to have quality conversations with parents/carers £800	December 2016 February 2017 April 2017 July 2017

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100% of pupil premium pupils to make expected or better progress. Progress measures show impact of actions e.g. speech and language assessments.	Speech and language interventions <ul style="list-style-type: none"> <li>- Talk for meaning</li> <li>- 1:1 programmes</li> <li>- Lego therapy</li> </ul>	EEF +5 months	Speech and language assessments, including BPVS Observations and discussion with pupils	CM £2,500	December 2016 April 2017 July 2017
Progress measures show impact of actions e.g. QCA assessments, and behaviour incidents.	Drawing and Talking programme	EEF +4 months (social and emotional learning)	Drawing and Talking observations	AH £500	December 2016 April 2016 June 2016
100% of pupil premium pupils to make expected or better progress. Greater proportions of pupil premium pupils reaching age related expectations.	Agency involvement, and assessments, including Educational Psychology and Oxfordshire Primary Support network lead to individualised instruction	EEF + 2 months	Assessment, including QCA Book scrutiny Observations of pupils in class Data	CM £2,500	December 2016 April 2017 July 2017
Total Budgeted Cost				£6,300	
iii. Other approaches					

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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?
Progress measures show impact of actions e.g. QCA assessments, and behaviour incidents.	Nurture HLTA to provide home/school link work	EEF +3 months	Monitor attendance and behaviour and parental attendance at school events	AH £5,500	December 2016 April 2017 July 2017
Progress measures show impact of actions e.g. QCA assessments, and behaviour incidents.	Arts and Sports participation - 1:1 music or PE	EEF +2 months	QCA assessments Club survey	CM £1,000	December 2016 April 2017 July 2017
Progress measures show impact of actions e.g. attendance and punctuality.	Attendance in breakfast and after school club	At risk pupils will be in safe place with the opportunity to complete activities which they would not normally have.	Monitor attendance and punctuality QCA assessments	CM £3,000	December 2016 April 2017 July 2017
Progress measures show impact of actions e.g. QCA assessments, and behaviour incidents.	Participation in residential trips	EEF +3 months	Monitor attendance and behaviour QCA assessments	CM £200	December 2016 April 2017 July 2017
				£9,700	

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Total Budgeted Cost				
Total Budgeted Cost for three areas				£25,650
<b>6. Review of expenditure</b>				
Previous academic year		2015-16		
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
Improved attendance and engagement and parenting support.	Nurture lead in school	Attendance for PP pupils has improved. One pupil's attendance increased by 8% to 92% from July 2015 to July 2016. Two further pupil's attendance went from below to above 95%. Punctuality for pupils frequently late into school also improved. Pupils who found it hard to stay in class with their peers were in class continuously. Hard to reach parents were more engaged with school and attended more activities such as shows and sports day.	Yes- see impact	£5,529
Vulnerable children and families have support.	Home School Link worker	The Home School Link worker supported pupils and families in receipt of the pupil premium funding. Pupils became more confident in school.	School nurture lead to take on role of Home School link worker so no longer need to buy in service. On school consistently and good relationships with	£1,500

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Pupils to make better than expected progress	1:1 tuition	<p>Pupils made accelerated progress (expected progress= 4 steps):</p> <p>100% of PP pupils in Y4 (1 pupil) made 6 or more steps of progress in reading, writing and maths.</p> <p>100% of PP pupils in Y5 made expected progress and 67% (2 out of 3) PP pupils made 5 or more steps progress in reading, writing and maths in Y6.</p> <p>100% of PP pupils in Y3 who had 1:1 tuition (3 pupils) made 4 or more steps progress in maths. 66% made 5 or more steps progress. 33% of PP pupils in Y3 who had 1:1 tuition made 4 or more steps progress in reading and writing.</p>	families. Yes-see impact	£1,900
To provide frequent consistent reading opportunities in addition to class reading sessions.	ARCh Reading volunteers	4 out of 6 pupils working with the reading volunteers made excellent or good progress in their attitude and confidence towards reading. Good or excellent improvement was seen in all children towards their general attitude to learning and communication with adults where appropriate. Some pupils also made excellent improvement in their ability to listen.	Yes-although guidance still needed for volunteers to help with decoding strategies	£580

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		<p>The average increase in average accuracy was + 13 months</p> <p>The average increase in reading comprehension was + 9.4 months</p>														
<p>Lower ability and underachieving pupils take part in a tailored reading intervention to enable them to be working at age related expectations.</p>	<p>Project X Code reading intervention</p>	<p>Pupils had a reading age and phonics age in line with their chronological age at the end of the intervention.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Group (length of intervention)</th> <th>Sentence reading age:</th> <th>Phonics age</th> </tr> </thead> <tbody> <tr> <td>1(3 months)</td> <td>+ 6 months</td> <td>+ 11 months</td> </tr> <tr> <td>2 (4 months)</td> <td>+ 13 months</td> <td>+ 14 months</td> </tr> <tr> <td>3 (4 months)</td> <td>+ 5 months</td> <td>+ 4 months</td> </tr> </tbody> </table>	Group (length of intervention)	Sentence reading age:	Phonics age	1(3 months)	+ 6 months	+ 11 months	2 (4 months)	+ 13 months	+ 14 months	3 (4 months)	+ 5 months	+ 4 months	<p>Yes- see impact</p>	<p>£750</p>
Group (length of intervention)	Sentence reading age:	Phonics age														
1(3 months)	+ 6 months	+ 11 months														
2 (4 months)	+ 13 months	+ 14 months														
3 (4 months)	+ 5 months	+ 4 months														
<p>Lower ability and underachieving pupils take part in a tailored maths intervention to enable them to be working at age related expectations.</p>	<p>1<sup>st</sup> class @ Number Maths intervention</p>	<p>Pupils made accelerated progress. 75% of PP pupils in Y3 made 5 or more steps of progress in maths. 100% of PP pupils in Y4 made 6 or more steps of progress in maths.</p> <p>100% of PP pupils in Y5 and 67% of Y6 PP pupils made 5 or more steps progress in maths.</p> <p>Average progress made by pupils in group 1 was +19 months in 5 months.</p>	<p>Yes- see impact although needs to be monitored to ensure progress continues to be maintained in class work.</p>	<p>£750</p>												

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		<p>Average progress made by pupils in group 2 was +7 months in 4 months.</p> <p>Average progress made by pupils in group 3 was +17.5 months in 4 months.</p>		
<p>To consult with teachers and parents regarding barriers to pupils' learning.</p> <p>To carry out staff training in developing strategies to support struggling learners in class teaching.</p>	Educational psychology support	<p>Staff and carers had a better understanding of pupils' learning needs and were able to implement interventions and teaching strategies. This included work to develop memory and attention and listening skills to enable pupils to be better for retaining learning in class</p>	<p>Yes-see impact. However, monitoring needs to be focused on ensuring strategies suggested are implemented asap.</p>	£900
<p>Pupils with high level speech and language needs receive frequent 1:1 support by an experienced and qualified speech therapist.</p>	Speech and language therapy	<p>Pupils working with the speech and language therapist now speak more clearly. Unfamiliar adults can understand what these pupils say. Pupils working with the speech and language therapist have an increase vocabulary scores. See individual case studies.</p> <p>Staff in school are now trained in delivering the interventions following guidance from the speech and language therapist. This will reduce further cost.</p>	<p>Yes-see impact</p>	£4,815
<p>To continue to plan and monitor spend of PPG and impact of this</p>	Designated lead for Pupil Premium.	<p>An action plan with individual actions for each child has been written and evaluated termly. Designated lead has</p>	<p>Yes- although practice needs to be developed for closer monitoring and improved tracking</p>	£5,625

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<p>against the progress of PPG children.</p> <p>Increase skills of teaching staff to support PPG children.</p> <p>Improve parental involvement.</p>		<p>attended training and looked for best practice to disseminate within school.</p> <p>Designated lead has ensured that teachers are aware of pupils with PP and their needs; and all teachers are also designated key workers for PP children. Designated lead has tracked progress both academically and in other areas.</p>	systems.	
<p>Pupils with high level literacy and speech difficulties can access programs to support this.</p>	<p>IT resources, including IT equipment and programs</p>	<p>Pupils' speech has improved, including when speaking to those who do not know the children.</p> <p>The spelling of common words increased.</p> <p>These pupils did not pass Y1 phonics test –although their score significantly increased in the Year 2 re-take and compared to practise tests.</p>	<p>Yes but further training and appropriate resources are needed</p>	<p>£253</p>
<p>To provide teachers, parents and carers with support in managing children's needs, including behaviour support.</p>	<p>Agency involvement</p>	<p>Staff and carers/parents felt more confident in understanding and addressing behaviour needs. Observations showed pupils taking part in more class lessons and improved engagement.</p>	<p>Yes although agencies must be closely chosen to ensure appropriateness and maximum impact</p>	<p>£300</p>
<p>TAs are trained to lead pupil specific interventions to enable pupils to make better than expected progress to work at age related</p>	<p>Additional TA support for PP pupils</p>	<p>TAs were trained and led the 1<sup>st</sup> Class @ Number and Project X Code interventions as detailed above.</p>	<p>Yes, although TA attendance needs to be monitored.</p>	<p>£5,500</p>

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expectations.				
To provide pupils entitled with a free school meal.	Free School Meals	Pupils entitled to free school meals had school dinner provided.	Yes	£1,710
Pupils will have appropriate care at the beginnings and ends of the day, are better prepared for school and have appropriate play opportunities.	Breakfast and after school care	Children attend wrap around care to enable them to play and experience different activities. Children with safeguarding concerns are kept safe and experience positive interactions with their friends and school staff.	Yes	£1,947
Total Budget				£32, 059
<b>7. Additional detail</b>				
In this section you can annex or refer to additional information which you have used to support the sections above.				