

## 1:1 conferencing Y2—Y6

Cost: £18,113

Aim: 1:1 sessions and in class support to extend skills in Reading, Writing and Maths.

Outcome: To ensure most disadvantaged pupils will make expected progress with some children making better than expected progress; pupils will have bespoke tri-weekly targets and intervention.

Evidence: Pupil Premium sheets, ARE attainment

## Growth Mindset and Curriculum Mastery

Cost: £3,418

Aim: Adopt a Growth mindset and mastery approach when teaching.

Outcome: Children develop growth mindset strategies to apply in their learning. Children will have self motivation and a willingness to challenge themselves.

Evidence: Planning, displays, attitudes of school community

## Additional TA time YR—Y1

Cost: £3482

Aim: 1:1 support and in class support to extend skills in Phonics, Reading, Writing and Maths.

Outcome: To ensure disadvantaged children make expected progress with some children making better than expected progress from their starting points

Evidence: Pupil Premium Sheets, ARE attainment



## St John's Mead CEVC Primary Pupil Premium Strategy 2016-17

**Vision: Disadvantaged children will acquire the skills and knowledge needed for future success and will have equal opportunities to flourish in our school community.**

**Goal: Disadvantaged pupils working in line with national from their starting points.**

## Closing the gap through 'Quality First Teaching'

Cost: £9,400

Aim: Disadvantaged pupils will be making at least expected progress in each class, especially focusing on EY and KS1 phonics and KS2 Maths.

Outcome: Planning will ensure misconceptions are addressed and personalised learning is available. Leading to PP children being challenged and reflecting high expectations.

Evidence: Planning, observations, data scrutiny

## Attendance

Cost: £1,800

Aim: Attendance rates for PP children to be in line with national figures.

Outcome: Improved attendance will lead to children making greater progress in ARE and meeting tri-weekly targets.

Evidence: Attendance monitoring

## School uniform

Cost: £500

Aim: All children wear appropriate school uniform which encourages positive attitudes.

Outcome: Increased confidence, and a sense of unity for disadvantaged pupils.

Evidence: Uniform purchase from office

## Family Support Link

Cost: £7,719

Aim: To provide disadvantaged families with opportunities to work 1:1 and in small groups situations to develop parenting skills, family relationships and emotional well-being.

Outcome: Disadvantaged families emotional relationships and well-being is supported leading to children being settled, focused and ready to learn in class.

Evidence: Mentoring evaluation, attendance at coffee afternoons

## 50% contributions to trips

Cost: £1,350

Aim: To provide disadvantaged pupils with educational experiences outside the classroom to engage them with their learning and add to the rich educational offer.

Outcome: Disadvantaged children attend all trips on offer in school

Evidence: Trips record

## After School Clubs

Cost: £365

Aim: To deliver after school clubs which are affordable, sustainable and of quality.

Outcome: Disadvantaged pupils will have access to high quality after school sports coaching.

Evidence: Sports Heroes register

## Workshops for parents

Cost: £1000

Aim: For parents to raise their subject knowledge of the primary curriculum, so they may support their children with English, Maths and Growth mindset.

Outcome: Disadvantaged pupils are well supported with their homework and attitudes to learning.

Evidence: Attendance at workshops and coffee mornings

## Specialised intervention

Cost: £10,100

Aim: Small group support to extend skills in Phonics, Reading, Writing, Maths and also social and emotional well-being.

Outcome: Disadvantaged pupils basic skills in English and Maths will improve.

Evidence: Y6 Booster, ARE attainment, data scrutiny, PPM records, Sandtray

1. Summary Information					
School	St John's Mead CEVC Primary School				
Academic Year	2016/17	Total PP Budget	£57,247.00	Date of most recent review	September 2016
Total number of pupils	297	Number of pupils eligible for PP	42	Date for next internal review of this strategy	Jan 2017

2. Current attainment			
	<i>Pupils eligible for PP (SJM—Post LAC + FSM Ever)</i>		<i>Pupils not eligible for PP (National)</i>
% achieving ARE in reading, writing and maths	60%		52% (All)
% Making expected progress in reading	-0.40	RoL data excluding 1 FSM Ever, who attained national standards	0.33
% Making expected progress in writing	-1.11		0.12
% Making expected progress in maths	-3.01		0.24

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Not all disadvantaged pupils are in line with national in end of key stage assessments.
B.	More able pupils who are eligible for PP are not meeting greater depth in Y2. This prevents high achievement in Key stage 2.
C.	Weak phonics knowledge of Y2 PP children. 60% of children eligible for PP in Y1 (2016) passed the Phonics assessment.
<b>External barriers</b>	
D.	Attendance rates for pupils eligible for PP are below the national figure for all.

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged pupils working in line with national from their starting points.	The attainment of children receiving PP will be in line with national in end of key stage assessments, from their starting points. Children's progress across the key stages will be in line with national
<b>B.</b>	Higher rates of progress for More Able PP children in Y2 and KS2	More Able PP children will attain greater depth in Y2 R, W, M. More Able PP children will attain greater depth in writing in Y6. In other year groups More Able PP children will attain ARE with secure knowledge of their year groups curriculum.
<b>C</b>	Phonics knowledge of Y2 PP children to improve and they will pass the retake. Higher rate of Y1 PP children passing phonics test	Y2 children will have greater knowledge of phonics phonemes and 100% will pass the phonics screening retake. Y1 PP children will perform above national in Y1 phonics screening
<b>D.</b>	Increased attendance rates for pupils eligible for PP. Children's learning unaffected by broken weeks.	Reduce the number of persistent absentees and broken weeks among pupils eligible for PP. Overall PP attendance improves to be in line with national.

5. Planned Expenditure					
<b>Academic year</b>	2016/17				
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rational for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date</b>
All members of the SJM community to adopt a 'Can do' attitude. Children will have greater resilience, mastery of the curriculum, challenge and self-motivation	Use Growth Mindset strategies and a mastery approach in teaching and learning	Research from Carol Dweck and Portsmouth University has indicated that a Growth Mindset has a marked effect over how successfully children learn.	INSET and Staff Meeting sessions focusing on this approach. Coffee mornings especially for PP parents to explain Growth Mindset approach and to encourage parents to develop this with their children	Head Deputy Head	Jan 2017
Improved progress for most able children, so all children are at least in line with national from their starting points	Use of mastery based curriculum to ensure Most Able develop a broad understanding of ARE	PP Most Able are making less progress than other more able groups across KS2. We want to ensure that PP pupils can achieve high attainment as well as simply meeting ARE	Use Staff Meeting time to ensure mastery approach is used in planning, especially maths	Maths lead	Jan 2017
<b>Total budgeted cost</b>					<b>£3418</b>

## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
PP children making accelerated progress. Meeting regular tri-weekly targets in R, W &M	Children in Y2-Y6 will receive 1:1 conferencing weekly—ten minutes from class teacher and 20 minutes from TA. Children in YR-Y1 will receive 20 minutes of dedicated TA time a week to work on individual targets.	EEF research shows that 1:1 tuition has +5 months in impact on children involved. This approach has been used previously in KS2. In 2015-16 the gap was narrowed for PP (without SEN) against non PP in Reading (all year groups), Writing (Y3,5&6), Maths (Y3,4&6). Pupil Voice conducted in 2015-16 academic year indicated PP children enjoyed the time with class teachers and felt the benefits of the time spent with teacher, which improved their confidence in class and willingness to challenge themselves in their work.	Deputy Head to release class teachers in KS2 to support PP children weekly. HLTA to cover Y2 teacher. TA's have robust timetables for support of children. Deputy Head to monitor children's progress with targets every termlet. Pupil voice carried out in Spring to obtain children's views of support and the impact it has on their learning	Deputy Head	Jan 2017
PP children's basic English and Maths skills will improve to be inline with peers	Identified PP children receiving support with Phonics, Reading, Writing and Maths skills in a small group approach.	Booster support for Y6 children has previously proven successful—EEF research shows +4 months in improvement. Phonics support for children not achieving Y1 standard has proven successful in 2015/16 with all retakes passing.—EEF research shows children aged 4-7 years who have phonics intervention can lead to +4 months of improvement.	Review of children's progress is carried out after intervention. High quality support given to Y6 children from English lead and DH. Provision map indicates the support given to PP children. Regular PPM staff Meetings will ensure the correct children are receiving targeted support	Deputy Head SENCo	Jan 2017
<b>Total budgeted cost</b>					<b>£31,695</b>

## iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rational for this choice?	How will we ensure it is implemented well?	Staff lead	Review date
Increased attendance rates for PP children, which are in line with national figures	Deputy Head will monitor attendance of PP termly, including broken weeks. Meet with parents of PP children who have attendance issues. Use EWO where necessary to improve attendance	Attainment for PP children will not improve if they are not actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Disadvantaged pupils need to have good attendance to benefit from the 1:1 conferencing, addition TA time and interventions.	Deputy Head to timetable regular checks of PP children's attendance each termlet. Teachers' to indicate to DH if they are worried about a child's attendance or spot a pattern of absence	Deputy Head	Termly
Disadvantaged families emotional relationships and well-being is supported. Children who have a happy home life are settled and ready to learn.	Parent Support Advisor and Parent Link offer support for PP children and their families through 1:1 meetings, coffee afternoons, support in the home and workshops.	Small workshops specifically targeted at PP families have previously improved parental confidence. EEF research has shown that parents being involved in their child's education will lead to +1 month of improvement. Mentoring of children by our Parent Link has led to improved children's well-being. EEF research indicates that mentoring leads to +1 month improvement for the child.	Parent link to have weekly timetable of support for key PP children. Parent Link to meet with LA Inclusion Support for CPD for Mentoring activities. Small workshop specifically for PP parents around Growth Mindset	SENCo Parent Link	Jan 2017
<b>Total budgeted cost</b>					<b>£9,519</b>

## 6. Review of expenditure

2015/16

### i. Quality of teaching for all

Desired outcome	Chosen action/ approach	Impact	Lessons learned	cost
To improve the standard of writing for all children and promote rapid progress	Big Write. All members of staff attended inset training on the Big Write approach. All teaching teams also had planning support from LA English advisor	Analysis of writing data showed the strategies had a positive effect on children without SEN/D and these have been extended to Year 2. Pupil voice with KS2 children showed overwhelmingly how pupils enjoyed the time to work on their Big Write targets and recognised how valuable it was to their learning. Big Write targets were evident in children's work with lead to children achieving greater depth The teaching sequence in planning from all teams is very clear after support from LA advisor. Teaching sequence is clear in books, which was noted through book scrutiny	Secure teaching sequence in writing planning led to greater progress in books, and exceptional results in Y6 Big write techniques and games led to high quality writing from PP children, and children met tri weekly targets regularly.	

### ii. Targeted support

Desired outcome	Chosen action/ approach	Impact	Lessons learned	cost
PP children to meet ARE or make good progress from their starting points	Children in KS2 received weekly 1:1 support from both their teacher and a TA. Children in Reception and KS1 received 1:1 time with a TA weekly.	Children with FSM (Ever) made greater progress than national figures (SJM FSM Ever +0.5% compared to national 0% and just below national in progress 102% national 102.7%). This is for Reading and Maths (writing is not included). 60% of SJM FSM Ever + Post LAC children reached the Expected Standard in Reading, Writing and Maths exceeding the national figure of 52%. In KS1, the achievement gap for children entitled to pupil premium funding has significantly narrowed within school in Writing and Maths but below in Reading.	Support from Teachers and TAs ensured PP children were regularly meeting tri weekly targets.	

### iii. Other approaches

Desired outcome	Chosen action/ approach	Impact	Lessons learned	cost
Disadvantaged families emotional relationships and well-being is supported	Parent Support Advisor and Parent Link working with families to support learning at home and school, with a particular focus on— attendance, behaviour, relationships and well being.	The Parent Link and Support Adviser worked with some families intensely over the year ensuring the pupils were willing and able to learn in a positive environment. Parental engagement in workshops continues to be an area of focus with additional support provided for families from Nursery upwards.	Targeted workshops run by Parent link with specific PP parents were successful in building parental confidence and support amongst families	