

Pupil premium Strategy Statement- Peasedown St John Primary School

1. Summary information					
School	Peasedown St John Primary School				
Academic Year	2016-17	Total PP budget	£138,000	Date of most recent PP Review	July 2016
Total number of pupils	503 (R-Y6)	Number of pupils eligible for PP	99	Date for next internal review of this strategy	April 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	46.1%	73.6%
% making progress in reading	74.5%	81%
% making progress in writing	72.5%	76.7%
% making progress in maths	68.6%	75.6%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor self-esteem and lack of engagement in learning.
B.	Lack of resilience when approaching new learning tasks.
C.	Delayed speech and language.
D.	Poor behaviour, including ADHD and Attachment Difficulties.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
E.	Poor school attendance
F.	Children not reading regularly at home
G.	Parental Engagement
4. Desired outcomes	
	<i>Desired outcomes</i>
	<i>How they will be measured</i>

A.	Increased self-esteem and increased engagement in learning	Surveys, observations, SDQs
B.	Children are more resilient when approaching new learning tasks	'Problem solving Mondays', observations
C.	Improved speech and language progress amongst PP children	Number of children discharged over the year, improved assessment scores
D.	Reduction in fixed term exclusions of PP children	Exclusion data
E.	Increased Parental Engagement	Sign in sheets for forums and showcases, attendance at meetings

5. Planned expenditure					
Academic year	2016-17				
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?
Improved tracking of progress of vulnerable groups.	Purchase School Pupil Tracker Online	After researching different assessment programmes, we felt this will enable us to track progress in the way that we want to. Other schools locally use it and highly recommend it.	Staff training	Emma Dando	September 2016
Interventions have desired impact and are effective in raising attainment and closing the gap.	All phase leaders have an Interventions folder and closely monitor and assess the impact of interventions delivered across their phase.	Sutton Trust shows that TA support is more effective when TAs are running targeted, focussed interventions.	Regular monitoring of Interventions TA training	Emma Dando Jenny Tombs Carin Marchington Jennie Hamey	April 2017
Raising the attainment of PP children is a key priority across the school.	All teaching staff and TAs have progress of PP children as part of their staff appraisal.	All staff need to be fully committed to raising the attainment of PP children. This ensures that it is a constant focus for all staff.	Staff appraisal reviews	Damian Knollys Emma Dando Jenny Tombs Carin	February 2017
Pupil Premium is a key priority across the school and a member of HTG leads on this.	Assistant Headteacher (non- class based) is school lead on Pupil Premium	Pupil Premium needs to have a high priority. The assistant head works closely with many vulnerable families (majority of whom are PP) and is committed to strengthening relationships with school and parental engagement.	HTG meetings Staff appraisal	Damian Knollys Jenny Tombs	July 2017
Total budgeted cost					£28,200

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?
Children eligible for Pupil Premium who are secure in Reading, Writing and Maths are given access to wider opportunities.	Additional sports coaching Musical instrument tuition Creative art workshops Able pupil opportunities	Children who are secure in Reading, Writing and Maths often do not have access to extra-curricular activities outside of school. Wider opportunities will increase self-esteem and build confidence. This will hopefully increase engagement in learning across the curriculum.	Regular audit of interventions and support in place for PP children.	Jenny Tombs Simon Lucy Myra Barretto	April 2017
All children eligible for Pupil Premium receive interventions specific to their needs.	Dedicated PP Intervention Teaching Assistants	Sutton Trust shows that TA support is more effective when TAs are running targeted, focussed interventions.	Regular audit of interventions and support in place for PP children. Pupil Progress meetings	Jenny Tombs Jennie Hamey Carin Marchington Emma Dando	July 2017
Y6 PP children make accelerated progress in Literacy and Numeracy	Experienced teacher (Neen Knight) will work individually with key priority pupils from September - May	Neen Knight is an experienced teacher who has an excellent track record with regard to closing the gap for PP children.	Regular monitoring and assessment. Pupil Progress meetings Y6 SATs results	Jenny Tombs Neen knight Emma Dando Phil Lyle	July 2017
Children's attitude to learning is improved and there is evidence of increased self-motivation and improved behaviour.	Sporting Family Change Mentoring programme	Children who receive mentoring programmes start to show improved attitudes in school and engage more in school life. Mentoring will increase self-motivation and behaviour, which will affect all aspects of school life.	Regular review of children receiving mentoring and the impact that it is having on behaviour. Review of behaviour card system with focus on PP children.	Jenny Tombs	July 2017
Children with attachment difficulties (majority PP) develop improved emotional regulation and behaviour	Theraplay training for two members of staff	Many PP children with attachment difficulties benefit from Theraplay sessions.	Monitoring of pupils receiving Theraplay- improved behaviour, fewer exclusions, better emotional regulation, less adult support	Jenny Tombs Shelly Caine Caroline Dixon	July 2017

Children come to school on time and ready to learn	Funded breakfast club places for targeted children	Targeted children who often arrive late and miss breakfast will be given free breakfast club places. They will arrive at school ready to learn and be more engaged in school.	Monitoring of targeted children-behaviour, progress and engagement.	Jenny Tombs	July 2017
Children with speech and language difficulties will have access to regular, direct therapy in school.	Increase in speech and language therapy in school (increase from half a day to a full day each week)	Priority given to PP children when allocating speech and language sessions in school. 48% of children on the caseload are PP.	Termly monitoring and assessment	Jenny Tombs	Each term
Total budgeted cost					£86,900
iii. Other approaches					
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 have positive relationship with their class teacher and any barriers to learning are addressed early on.	Teachers have release time in T1 to meet individually with each PP child in their class	This has been running for the past 5 years and is very effective in building relationships between class teachers and their PP children. It also helps to identify any barriers to learning, such homework issues, lack of PE kit, friendship issues etc. which can then be addressed.	All teachers will complete a conferencing report with pupils which will be copied to JT	Jenny Tombs	January 2017
Children with emotional difficulties are well supported in school and their engagement in learning increases.	Nurture support provided by specialist teaching assistants.	Children with emotional needs find it hard to access learning. Nurture support enables them to feel safe and secure in school so that they start to engage more.	Regular supervision with line manager. Timetable of support updated every term, to ensure children have access to support that they need.	Jenny Tombs Karen Smith	January 2017
All children eligible for Pupil Premium are able to attend the residential visits in Y4 and Y6.	Subsidy provided to make the cost of the visits more accessible to families on low income.	Residential visits build independence, team work, self-confidence and resilience. Children should not be excluded from these opportunities due to financial constraints.	All children in receipt of PP will be offered the subsidy. Children will be encouraged and supported to attend.	Jenny Tombs Helen Andrade	July 2017
Parents are supported to manage issues such as behaviour,	Parent Support Adviser one day per week. Priority given to children	Some of the barriers to attainment relate to factors outside of school. The PSA is able to tackle these issues with parents and	Regular reviews with PSA and parents.	Jenny Tombs Becky Newman (N)	July 2017

homework, reading, attendance.	eligible for PP.	prevent them from escalating.			
Children with behavioural and emotional difficulties have positive, supported lunchtimes and there are fewer behaviour incidents.	Lunchtime nurture group for Rec/KS1 run by three experienced TAs.	Children with social and emotional difficulties are well supported in a nurturing environment over lunchtime. This has traditionally been the most difficult time of the day for these children.	Behaviour logs monitored	Jenny Tombs Damian Knollys	July 2017
Y6 pupils have access to resources in order to prepare for SATs	All PP children will receive free copies of the SATs study books.	We do not want Y6 pupils to be disadvantaged when preparing for their SATS	Pupil engagement with study books. Y6 SATs results	Phil Lyle	July 2017
Total budgeted cost					£25,700

6. Review of expenditure				
Previous Academic Year				
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
ii. Targeted support				
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
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
7. Additional detail				
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p>				