

## Together, Fly High like an Eagle

At St. John's we believe very strongly that all children, particularly disadvantaged pupils deserve the best possible education and we should work together to enable them all to 'fly high like an eagle.' We strive to have high expectations for every child. We understand that our children are individuals and have a vast range of need both in terms of learning but also socially and emotionally. We aim to harness the opportunities given to us through the pupil premium grant to ensure teaching is excellent and that additional support and interventions are of high quality and high impact.

We strive to eliminate inequalities and have a 'can do' approach towards all we do with our children and families. The senior leadership team are supporting staff to believe in the potential and abilities of all our children and are dedicated to giving our learners every opportunity to do their best.

Teachers and Learning Support Assistants (LSAs) are fully aware of the children eligible for pupil premium. They complete an 'Above and Beyond' record form in September for each pupil and state the prior achievement and barriers for learning. In addition, they set targets and success criteria for the year. These forms are updated regularly using a red, amber, green monitoring system. Senior leaders monitor the targets, actions and progress.

How we will address these barriers and spend the Pupil Premium grant:

### **Teaching and Learning**

We target a high percentage of our spending on ensuring that our teaching is high quality and teachers are equipped with the skills to personalise their teaching. This means that lessons are adapted effectively to make sure all children make good or better progress. The school understands the importance of high-quality feedback and marking and sees this as essential to children making excellent progress. LSAs are well trained and deployed strategically to ensure maximum impact. In addition, we implement dyslexia friendly strategies in class. We value pre-teaching as an effective strategy to support our vulnerable learners. There is an emphasis on the value of talk for learning and language use in the classroom. Our children eligible for Pupil Premium are given greater focus, time and support if needed around talk, feedback, vocabulary and language.

### **Emotional and Social Well Being**

We place real emphasis on delivering a high quality PSHE curriculum which permeates all aspects of school life. Our 6 school Christian values are embedded and is how we achieve our school vision. Our strong ethos of respect and care influence the way in which staff, children and families relate to each other. In addition, we provide targeted support for children with specific emotional, social or behavioural issues. These interventions include: Nurture, play therapy, 1:1 emotional support (ELSA) and small group focussed activities.

## **Interventions**

We plan for a small number of researched informed interventions across the school. This is in addition to quality first teaching. Interventions are delivered by teachers or well-trained LSAs and the impact of this work is measured. Interventions include: Play therapy, Nessy for Spelling, Third Space Maths, Better Move On and Time to Talk.

## **Curriculum and Enrichment**

Our curriculum provides experiential learning opportunities for every termly topic. We invite visitors into school e.g. theatre groups, as well as trips to visit special places of interest. These opportunities mean that whatever a child's life experiences have been, there will be a shared context for learning for the class. In addition, we provide regular whole school enrichment days/weeks and organise Y4 and Y6 camp. Pupil premium children can be supported financially to enjoy these rich experiences. Our very wide range of after school clubs provide another opportunity for children's self-confidence and personal interests to be developed. Each club provider offers a place to a pupil eligible for pupil premium and school also supplements. We are a school for outdoor learning and recognise the power of forest school on raising children's self-esteem. We are continually increasing our music tuition and reaching out to our children eligible for pupil premium to engage in these opportunities.

## **Family and Community**

Teachers meet more regularly and communicate with our parents/carers whose children are eligible for pupil premium. Parents are invited to engage with their children's learning through the day to day communication with the teachers, participation in parent workshops, 'parent pop-ins', volunteering, learning mornings and afternoons and supporting with whole school events. Often additional work or ideas to support at home are shared with parents/carers.

## **Use of Research and Evidence**

Our school uses national and school based evidence to inform much of the work we do. We make sure that we employ approaches with a track record of making a difference. We strive to monitor all we do in a systematic and robust manner and only continue with approaches and interventions that make an impact on our children. Key sources of research used by the school include the Sutton Trust and EEF (Education Endowment Foundation) as well as current highly respected researchers in this field, such as Marc Rowland, author of 'A Guide to the Pupil Premium' and 'Learning Without Labels.' Since January 2019 we have been involved in a project with an educational consultancy, Inclusion Expert, called the Gap Project. This is ongoing through 2019-20.