Pupil Premium strategy / Self-evaluation 2019-20

1. Summary information					
School	St John's C of E Primary				
Academic Year	19-20	Total PP budget	54,000	Date of most recent PP Review	July'19
Total number of pupils	495	Number of pupils eligible for PP	33 (7%)	Date for next internal review of this strategy	T3

2. Current attainment		

	PP ARE	PP GD	School ARE	School GD	National ARE	National GD	PP National ARE	PP National GD
% Comb	57%	14%	75%	28%	65%	/	49.6%	/
% reading	86%	29%	79%	28%	73%	27%	60%	/
% Writing	71%	14%	83%	44%	78%	20%	66%	/
% Maths	71%	29%	89%	49%	79%	27%	65%	

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	Combined (all 3 subjects) PP/school/National: 57%/75% GD 14%/28% R 86%/79% GD 29%/44% W 71%/89% GD 14%/49% M 71% 29% GD	
% making expected progress in reading (as measured in the school)	PP 2.2 average progress Non-PP 2.28% average progress	
% making expected progress in writing (as measured in the school)	PP 0.7 % average progress Non PP 1.61 average progress	
% making expected progress in mathematics (as measured in the school)	PP -0.1 average progress Non PP 2.9% average progress	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Retention difficulties / focus
B.	Low levels of independence and resilience
C.	SEND & English as an additional language result in language deficiency
D.	Low self-esteem
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
E.	Challenging family circumstances or lack of support at home
F.	Poor attendance for a few pupil premium

4. Intended outcomes *(specific outcomes and how they will be measured)*		Success criteria
A.	Increase in the % children reaching at least ARE in R, W and M and making at least good progress across EYFS, KS1 and KS2	Disadvantaged pupils to make accelerated progress from key starting points to demonstrate diminishing the difference. School progress scores to increase and be in line with national Quality First Teaching evident in all year groups Improvement in PUMA and PIRA scaled scores and increase in number of objectives highlighted on assessment grids
B.	Pupils will increase in their independence, resilience and self-scaffolding	SLT observations will capture increased independence and self -scaffolding in learning. There will be an increase in quantity and quality of work Teacher's appraisal target 3 which is about pupil independence and self -scaffolding should show improvements of at least 10 on the audit scale.
C.	Improvements for children with low self-esteem and confidence barriers	Progress shown in data and TA Increase in scaling scores from teachers and pupils (1-10) Pupil and teacher voice including soft data. Evidence of flying high achievements
D.	Improved outcomes for SEND, those working below year group and EAL pupils due to a focus on language	Data shows progress on Hodder scale From baseline on entry for EAL there is measurable progress Lesson drops ins demonstrate improved and explicit use of language and modelling
E.	Improved attendance for certain PP children	For specific pupils their attendance will improve to at least 96%

5. Review of expenditure					
Previous Academic Year		**2018-19**			
i. Quality of teaching for all					
Action	**Intended outcome**	**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**

To ensure quality first teaching for all pupils, with a focus on PP and other low attaining learners.
 	
Continue with our Famous 5 strategy. (F5)
	With a sharp focus on low attaining and PP we aim to close the gap and ensure a higher % at ARE or above.	No of F5 pupils: 90
		Number of PP: 36
		All F5 set targets and SC
		Success 18-19 53% achieved their target (17-18 69% 16-17 53%)
		Success Criteria 18-19 75% achieved all (17-18 83% and 16-17 72%)
		Only 3% were red did not meet target.
		
		Data taken from statutory data, PUMA PIRA spreadsheets and Y1 matrix for F5:
		Reading: Below 30/33% ARE 40/44% GD 20/22%
		Writing: Below: 50/56% ARE 32/36% GD 8/9%
		Maths: Below: 29/32% ARE 48/53% GD 13/14%
		
		Our PP cohort from EYFS to Y6 (29 pupils' data)
		Reading ARE 69% below 31%
		Writing: ARE 55% below 45%
		Maths: ARE 69% below 31%
		Pupil Premium Y6 (7 Pupils) Data
		Read: ARE: PP 86% Non-PP: 80%
		       GD: PP 29% Non-PP 43%
		Write: ARE: PP 71% Non-PP 84%
		        GD: PP 14% Non-PP 36%
		Maths: ARE: 71% Non-PP 90%
		         GD: 29% Non-PP 50%
				4/7 made positive progress in reading Average progress in R was 2.2 for PP group (school 2.8)
				5/7 made positive progress in writing Average progress in reading was 0.7 (school 1.61) and 3/7 made positive progress in maths with the average progress of PP being -0.1 (school 2.9)
				1 Y6 made +12.3 progress in reading
				1 Y5 made +4.9 progress in maths
				However the progress is spikey with some real success and some negative progress.
				Monitor each pupil on an individual basis as cohorts differ from year to year. Ensure ambitious targets are set and closely monitored.
				Continue with the F5 strategy with some changes. (See Appendix 1 and SIP priority 1) Fewer pupils at one time with SMART targets and a robust focus on barriers to learning
				For those children who were red (not achieving their target clearly identify what we need to do for them)
				Out of the F5 cohort the number of pupils at ARE is highest in maths, then reading then writing is lowest (53%, 44%, 36%).
				Fewer F5 at GD in writing
					£8,000

		Monitoring of the Above and Beyond forms demonstrated improvements in provision, targeted support and teachers going 'Above and Beyond' which led to diminishing the difference.		Teachers to continue to build on their understanding of pupil's barriers and how to address the observable behaviours they see in class Work with the Inclusion Expert on this	

ii. Targeted support				
Action	**Intended outcome**	**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**
Release time for teachers to pre teach PP and F5 pupils	Pupils increase engagement, confidence and Outcomes in lessons.	13 teachers across both sites gave feedback about the effectiveness and impact of pre-teaching and the average scaling score from teachers on how effective they feel it is as a strategy was 8.9. The main challenges were not being able to have it all year or all the time, (this was mirrored in pupil feedback where chn said "we had it sometimes then it stopped.") When asked how confident you in pre-teaching and what/how to do it were the scaling average from the 13 teachers was 8.3. Pupil voice: Q 'Does your teacher do anything extra or different to help you learn?' 8 out of 9 children responded positively with strategies (e.g. they give me resources like base 10, "My teacher helps me know what to improve. Sometimes I ask a friend first then the teacher" Pupil voice Q about pre teaching: Mixed responses with 3 children saying they don't remember having this time with the teacher. The other 6 Were very positive. One Y6 girl said "My teacher did roman numerals with me and I felt like I was really smart!"	Very positive feedback and impact from soft data and observations from teacher. Teachers rate it very highly as effective intervention and very keen to continue. PP lead to monitor through observations the impact directly for pupils. Issue is that teachers can't have release time all year so consider who to maximise the impact all year, even when it is not teacher's turn for release.	£17,160
iii. Other approaches				
Action	**Intended outcome**	**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**
Targeted musical instrument lessons and extra-curricular club participation. Including opportunities to perform. Club providers offering a free place to PP Payment of clubs and trips	Pupils develop new skills and increase in confidence	8 PP children were asked about enjoyment of clubs (Some did more than one club.) The average was 9/10. Equally the enjoyment scaling was high for playing a musical instrument, and chn keen to learn if not already. Hopes for next year All 10 children (100%) were able to say something in or out of school that they would like to improve upon next year. Club leaders and music teachers are aware of the PP and give feedback to PP lead and encouragement to pupils.	Continue with close relationship with club providers and music teachers. Admin team to support PP lead to ensure we aim for at least 95% of PP attending a club or doing musical instrument. PP lead to follow up on pupil voice feedback and hopes for next year.	£2,250

| Interventions | | KS1 Reading wise- 1 group of 9 had the intervention and a parallel control group didn't. Entry and exit data collected and measured in months progress. The average progress of the RW intervention group was 5.5 months in comparison with control group which was 7.8 months.

The range of months progress in the RW group was from 1-11 months progress and control group range was 3-18 months. The median score for RW group was 5 and 7 for control group. Raises Q as to effectiveness of intervention.
Nurture, play therapy and Elsa - we have numerical data to show progress and impact as well as soft data from teachers who noticed impact of these interventions in the classroom.
1 PP child had ELSA due to acute shyness, lack of confidence and poor social skills. In this area the teachers scaling increased from 3.2 to 8 (19.3.19-4.6.19) | SLT to investigate the implications from this control group and the full effectiveness and impact from interventions
When interventions do happen they MUST be planned for with entry and exit data and where possible to use a control group | |
| Monitor the attendance of PP | Attendance of PP improves | 16-17 PP 96.68 non-PP 96.70
17-18 PP 95.33 non-PP 96.40
18-19 PP 94.47 non-PP 96.30

18-19 figures we had 1 PP with medical needs so high absence and another with particularly challenging home circumstances which affected %. This pupil has now left

Head and Dep met parents/ carers to discuss concerns. This was shown to have impact.
Teachers had attendance figures at parents' eve and shared concerns also expecting an improvement.
Y5 girl 17-18 92.59% 18-19 97.36%
Y6 girl 17-18 87.83 % 18-19 92 .86% | Continue to monitor more rigorously and regularly any PP under 96% and persistent absence
Work together with parents/carers, teacher and admin team | |

6. Planned expenditure	
Academic year	**19-20** For 2019-20 Number in Y6 Cohort: 70 Number of PP: 7 (4 girls and 3 boys) 5 PP have been with us since EYFS and 2 joined beginning of Y6 No PP are on the SEND Record

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1.Continue with the Famous 5 Strategy Teachers to record barriers, targets And SC on an Above and Beyond form	Improving outcomes for PP and lower achieving pupils including those with SEND Ragging on the A and B forms show progress and achievement	Previous hard and soft data prove effectiveness of approach. Feedback from Inclusion Expert, Jon Gibson, who visited 21.01.19 who positively endorsed our approach "The school has a well-developed approach to PP and SEND."	SIP priority 1 Monitor robustness of identified barriers to learning by teachers, the targets set and SC. Regular T2,4,6 monitoring of A and B forms. Visit from Inclusion expert to look at Above and Beyond forms	AV	End T2, 4 and 6
2.Quality First Teaching Developing the interactions between adults and pupils What does support look like at St John's	There is an improvement in the independence and self-scaffolding of pupils Adults are more effective in their interactions and how they support pupils	Research from the EEF and Guidance from The TA's Guide to Effective Interaction book by Bosanquet, Webster and Radford 2016 Input from IE consultant (21.01.19)	SIP Priority 1 SLT lesson drop ins with a focus on the interactions between adults and children Feedback to all necessary adults Class teachers and LSAs feedback and help monitor each other's practice YGLs to release team to observe each other	AV	End T1, T3 and T5

				Total budgeted cost	PP Lead monitoring x 8 days £2000
					SLT monitoring £ £5040
					YGL release 4 YGLs for 6 half days each over the year £2400
					LSA CPD training 2 x half days £1000
					Training and support for new to career teachers £1,974

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teachers to be released from class to pre teach F5 and low attainers.	Impact on engagement, confidence and progress for pupils. Improvement in attainment and greater number at ARE	EEF research Success from 18-19	SIP Priority 1 PP lead to observe and monitor implementation and impact. Feedback from teachers and pupils. Create a monitoring timetable for the year	AV	T2, T4 and T6
Play therapy and nurture sessions	Children feel supported by school and the impact of family circumstances is reduced PP have improved self-esteem	Through Play Therapy, children learn to communicate with others, express feelings, modify behaviour, develop problem-solving skills, and learn a variety of ways of relating to others. Supports emotional	Entry and exit questionnaires Scaling scores Pen pictures	TW SG EM	T1, T3 and T5
Tutoring	To close the attainment gap	Success with CiC pupil last year who in Y2 made expected or better progress and met ARE in RW and M.	Entry and exit criteria Following actions form PEP plan	AV PP lead TW CiC lead	T2 T4 T6

		Total budgeted cost	£17,600 Pre Teach Teachers release time
			£ PP lead monitoring £2,500
			LRR Nurture/ELSA 1 day per week £3,510
			2 x PM at WR
			Tutoring £1000

iii. Other approaches					
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Targeted musical instrument lessons and extra-curricular club participation. Including opportunities to perform. Club providers offering a free place to PP Payment of clubs and trips	More children involved in extra curricular activities	According to the EEF the overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress).Participating in sports and physical activity is likely to have wider health and social benefits. Pupil voice July '19 from 8 PP children were asked about enjoyment of clubs (Some did more than one club.)The average was 9/10 . Equally the enjoyment scaling was high for playing a musical instrument, and chn keen to learn if not already. Hopes for next year: All 10 children (100%) were able to say something in or out of school that they would like to improve upon next year.	Monitor pupils attending clubs Aim for 95% of PP children Observations and pupil voice. Teacher or group leader feedback	AV LC Admin team	T2 T4 T6
Monitor the attendance of PP	The attendance of specific PP children improves	Working openly with parents and pupils had impact 2018-19	Termly monitoring	AV Admin team	
Total budgeted cost					Clubs and musical tuition £6000
7. Additional detail					

School to continue work with the Gap Project and Inclusion Expert for 2019-20

Investigate the effectiveness and use of interventions for 19-20 with SLT

PP and F5 to be a focus for school initiatives and roles within school and the community (eg NW24 eco club, leading in service, hospital club)