# rownhams_butter[1]Pupil Premium Strategy Statement

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| 1. **Summary information** | | | | | |
| **School** | Rownhams St John’s Primary School | | | | |
| **Academic Year** | 17-18 | **Total PP budget** | £51620 | **Date of most recent PP Review** | 10/2017 |
| **Total number of pupils** | 309 | **Number of pupils eligible for PP** | 30 | **Date for next internal review of this strategy** | 03/2018 |

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| 1. **Y6 attainment End of July 2017** | | | | | |
| Cohort 9 FSM/Ever 6 pupils. 2 pupils had SEN. | | | *Pupils eligible for PP* | *Pupils not eligible for PP* | |
| **Reading Average Scale Score** | | | **(111) 100%** | **(110) 88%** | |
| **Writing ARE(+)** | | | **(104) 78%** | **(106) 91%** | |
| **Maths Average Score Scale** | | | **(108) 78%** | **(108) 91%** | |
| **GPS Average Scale Score** | | | **(108) 78%** | **(109) 88%** | |
| **Average Scale progress in Reading and Maths** | | | **+4.5** | **+4.2** | |
| **Combined score in Reading and Maths** | | | **109.2** | **109.2** | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** | | | | | |
|  | | Lack of parental engagement in school- attending parent meetings, support with learning at home | | | |
|  | | Low attendance | | | |
| **C.** | | Lack of social and emotional resilience | | | |
| **External barriers** | | | | | |
| **E.** | | Low Attendance | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | | **Success criteria** |
|  | Increased attendance at school events through personal invitation from Child Family Support Worker (CFSW) and own child. Children able to have additional support through Homework Club. Parent network meetings held at school | | | | Number of parents engaged with school has increased- registers taken. Pupils have completed homework. |
|  | Improved attendance monitored by SLT and Child Family Support worker using a range of incentives. Reduce number of persistent absent children of below 90% to at least 95% | | | | Measured using SIMS. Attendance of all PP at least 95% |
|  | Ensure that disadvantaged children achieve just as well as non-disadvantaged pupils by the end of KS1 and KS2. Improved rate of progress-in reading, writing and maths through Quality First Teaching. | | | | 85% to achieve at least ARE |
|  | Ensure that vulnerable children receive appropriate pastoral/teaching support from CFSW/ELSA and increase level of engagement with disadvantaged pupils | | | | All identified children make good progress with their area of pastoral need. Measured used Boxall profiles and strengths and difficulties questionnaires. |

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| 1. **Planned expenditure** | | | | | | | | |
| * **Academic year** | | **2017-2018** | | | | | | |
| 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 | | | | | | | | |
| 1. **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?** | |
| **Pupil Conferencing**  Teachers have time to give feedback on learning and targets to identified children | To allow teachers to spend conferencing time with identified children regularly throughout the year | | Education Endowment Foundation (EEF) Studies shows feedback has a very high effect on learning. | Feedback to SLT.  Pupil Progress Meetings each half term | | DHT to provide cover for teachers | End of Spring and Summer term | |
| **Total budgeted cost** | | | | | | | £1080 | |
| 1. **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?** | |
| **Leadership**  Inclusion Leader to act as Pupil Premium Champion | To lead on provision for FSM/Ever 6 children and liaise with external agencies | | Ensuring that vulnerable children are clearly identified to staff and provision is of high quality to ensure good outcomes | Frequent reports to HT | | Inclusion Leader/HT | On-going | |
| **Attainment and Progress**  Qualified Teacher 1:1 Support | To provide high quality 1:1 and class support for underachieving children | | EEF research shows that 1:1 tuition can be effective at helping children to make additional progress. | Reports to Inclusion Leader from 1:1 Teacher.  Pupil Progress Review meetings with class teacher | | 1:1 Teacher  /SLT | Termly | |
| **Child Family Support Worker**  Vulnerable children receive 1:1 pastoral care | To increase level of engagement with children and families.  To support families in ensuring vulnerable children have good attendance in school. | | Children with anxiety and medium level mental health needs often fall between class support and CAMHS support so the CFSW role can provide liaison with parents, teachers and child to address vulnerabilities to aid development in learning, behaviour and social/ emotional development. | Inclusion Meetings every half term and 1:1 feedback from C&FSW.  Weekly attendance checks | | CFSW/SLT | Each half term | |
| **LSA additional support for individual children** | To enable specialist 1:1 support for vulnerable children | | EEF research shows that 1:1 tuition can be effective at helping children to make additional progress. | Inclusion Meetings every half term. Feedback from Key Stage Leaders | | KS1/2 Leaders  Inclusion Leader | Each half term | |
| **Total budgeted cost** | | | | | | | £40,000 | |
| 1. **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?** |
| **Financial support for trips and residentials**  To ensure all children attend trips and visits | To enable FSM children and other children who are very vulnerable to access trips, visits and residential | | EEF research shows that, overall, there are positive benefits on academic learning, and wider outcomes such as self-confidence from outdoor and adventurous activities | | Budget Review | Senior Admin Officer | | End of financial year |
| **Access to additional services**  To ensure that FSM/Ever 6 Children have equality of access to additional services | * Breakfast Club for FSM * Assistance with uniforms * Lunch Club * Nurture | | Access to Breakfast Club enables children to be on time for school and may allow parents access to paid employment.  Provision of uniform for financially vulnerable families to ensure that all children have equal access to uniform and don’t feel exclude/isolated.  Support for children during unstructured times | | Budget review  Meeting with Inclusion Leader to review outcomes | Senior Admin Officer  CFSW/ELSA | | End of each term |
| **Resources and CPD**  To ensure staff have appropriate resources/training to meet their needs in support of vulnerable children | * Clicker 7 * HCC courses * Support from Virtual school for Looked after Children | | EEF research shows that on average, interventions have an identifiable and significant impact on attitudes to learning, social relationships in school.  Staff are kept up to date with current initiatives and statutory regulations-  to enable staff to access training, workshops and conferences. | | Outcomes shared in weekly SLT/Staff meetings | Inclusion Leader | | Termly |
| **Total budgeted cost** | | | | | | | | **£10,000** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **£47080** | | |
| 1. **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** |
| Improved rate of progress in maths | Use of mathletics, Numicon approach | PP Scaled score in 2017 KS2 Sats = Non PP children. Success criteria met. | Continue with mathletics and Numicon. Ensure focussed groups are clearly targeted from pupil progress meetings | £10500 |
| Improved reading ages for pupils and promote increased reading engagement with parents | Raised profile of reading through weekly rewards | All PP children achieved ARE in KS2 Sats. School in top 5% nationally. | Continue with Reading rewards. Guided and whole class reading sessions to be developed with English Advisor |
| Support children’s well-being and develop positive mind set | Growth mindset language by all staff. Displays in class | Children demonstrate growth mindset language. Pupils can demonstrate high expectations in learning behaviours. | Continue with use of growth mind set language. Set high expectations for learning behaviours and presentation of work |
| 1. **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** |
| Gap closed between PP and non PP pupils in English and maths | 1:1 Teacher, focussed interventions | PP KS2 data is comparable to non-PP children. Where it is slightly lower, those PP children had SEN. | Feedback from children is very positive. School will continue to focus on children who are underachieving in English and maths through 1:1 support and more guided work in class. | £36,280 |
| Increased Parental engagement.  Improved attendance and less late arrivals | CFSW to engage with vulnerable families | Attendance of PP children increased. Now similar (-1%) compared with non-pp children. | Weekly monitoring and personal contact with parents made the most difference to children’s attendance and lateness to school. |  |
| Support pupils during unstructured times in school | Lunch Club provision | No exclusions for behaviour from FSM/Ever 6 children. Children felt safe and had a sense of belonging. | Positive feedback from staff. Children able to start the afternoon sessions calmly. School will continue with this approach and extend opportunities for KS1 in Nurture. |
| Increase PP awareness for parents in KS1 (Universal free school meals) | Letters sent home and uniform vouchers offered | Little impact. | Parents may still be reluctant to come forward. Information to be shared at new entrants meeting in EYFS. |
| Increase participation in extra-curricular learning | Opportunity to attend Homework and maths club | Children had additional support for homework. Children able to complete homework on time and have access to resources including IT. | Positive feedback from children, parents and staff. Continue with this approach. Staffed by Inclusion Leader and CFSW. |
| Mentor pupils. Identify misconceptions in learning and set targets | Pupil conferencing by classteacher | To enable teachers the opportunity to give detailed feedback to identified children to help them make good progress with their learning. | Teachers reported that good use of this time was made and children benefited from the 1:1 discussions. |
| PP Children to attend school residentials and trips | Subsidised visits | All PP children attended trips and residentials. | Continue to ensure equality of opportunity. This support was welcomed by a number of families. |
| 1. **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** |
| Staff up to date with current initiates | To enable staff to access training, workshops and conferences | Staff had adequate training to support vulnerable children. | CFSW was able to gain further understanding of attachment issues. Training for Nurture has enabled the school to run a nurture club for KS1 children from September 2017. | £300 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |