



Pupil Premium Strategy Statement

Summary information					
School	Rownhams St John's Primary School				
Academic Year	2018-2019	Total PP budget	£45,860	Date of most recent PP Review	
Total number of pupils	316	Number of pupils eligible for PP	33	Date for next internal review of this strategy	

Y6 attainment End of July 2018		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Reading ARE(+)	43%	70%
Writing ARE(+)	100%	77.5%
Maths ARE (+)	100%	70%
GPS ARE(+)	14.2%	70%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Pupils who are eligible for PP funding are less likely to meet age-related expectations than non-PP.
B.	Social and behavioural issues for a small number of children eligible for PP are having a detrimental effect on their academic. progress.
C.	Lack of parental engagement in school- attending parent meetings, support with learning at home.
External barriers	
D.	Attendance is lower for PP children compared to non-PP children.

1. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	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
B.	Ensure that vulnerable children receive appropriate pastoral/teaching support from CFSW/ELSA and increase level of engagement with disadvantaged pupils. Behavioural and social needs addressed and barriers to learning moved/ reduced.	All identified children make good progress with their area of pastoral need. Measured used Boxall profiles and strengths and difficulties questionnaires. Children to develop strategies to manage their behaviour and needs more successfully, demonstrated through case studies and resulting improved academic achievement and progress.
C.	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. Measured using SIMS.
D.	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%	Attendance of all PP at least 95%

2. Planned expenditure						
Academic year		2018-2019				
Objective	Approach/ Intervention	Estimated Cost	EFF Toolkit	Expected Impact(EFF)	Success Criteria	Mid-Year Review
To improve the quality of teaching and learning provision for PP children.	Coaching support for all staff. (6 hours per week)	£9120	Metacognition and self - regulation	+7	85% The gap between PP and non PP is narrowed between each assessment point.	

<p>To accelerate the progress of underachieving PP children.</p>	<p>1-1 support sessions from DHT or other identified teacher. (7 hours per week)</p> <p>Termly 1:1 conferencing with teacher. (11 hours per term)</p> <p>Weekly 1:1 conferencing with LSA. (6 hours per week)</p>	<p>£10,564</p> <p>£516</p> <p>£2123</p>	<p>Feedback</p>	<p>+8</p>	<p>The gap between PP and non PP is narrowed between each assessment point.</p>	
<p>To use AFL to address pre and post teaching gaps to accelerate the progress of PP children.</p>	<p>Use of classroom monitor. Range of AfL teaching strategies. Feedback and Marking whole school approach.</p>		<p>Feedback</p>	<p>+8</p>	<p>The gap between PP and non PP is narrowed between each assessment point.</p>	
<p>To provide individual support and feedback for children who do not receive this support at home.</p>	<p>Homework Club (1 hour per week)</p>	<p>£348</p>	<p>Feedback</p>	<p>+2</p>	<p>The gap between PP and non PP is narrowed between each assessment point.</p>	
<p>To accelerate the progress of PP children in maths.</p>	<p>Contribution towards an additional maths teacher so that children are taught in year groups and smaller classes. (15 hours per week)</p>	<p>£4819</p>	<p>Reducing class size</p>	<p>+3</p>	<p>The gap between PP and non PP is narrowed between each assessment point.</p>	

<p>To meet physiological needs of all PP children are met before learning begins.</p>	<p>Breakfast club provided free for PP children whose attendance is poor and who struggle with social and emotional support. (5 hours per week)</p> <p>Family Support Worker to give 1:1 pastoral care. 30 hours</p> <p>Assistance with uniforms.</p>	<p>£1769</p> <p>£14,000</p> <p>£450</p>	<p>Social and Emotional Learning</p>	<p>+4</p>	<p>Increased attendance and readiness for school from the point of starting breakfast club.</p>	
<p>To increase the rates of progress through pupils sustaining learning and focus throughout lessons.</p>	<p>ELSA Support Individualised support for emotionally vulnerable pupils. (2 hours per week)</p>	<p>£880.08</p>	<p>Social and emotional learning</p>	<p>+4</p>	<p>Identification of barriers for children not making appropriate progress and teaching strategies for success – evidence in ELSA notes and increased progress in RWM.</p>	
<p>To increase independence, self-regulation and an ability to collaborate with others when learning in class.</p>	<p>Nurture provision for emotionally vulnerable pupils in KS1 (3.5 hours per week)</p>	<p>£2640.24</p>	<p>Social and emotional learning</p>	<p>+4</p>	<p>Identification of barriers for children not making appropriate progress and teaching strategies for success – evidence in ELSA notes and increased progress in RWM.</p>	
<p>To increase the attendance of PP children in extracurricular activities such as trips, visits and music lessons.</p>	<p>Proportion of school trips and visitors paid for.</p> <p>Free music tuition</p>	<p>£1000</p> <p>£1050</p>	<p>Social and emotional learning</p>	<p>+4</p>	<p>Impact on academic achievement and wider outcomes such as self-confidence from outdoor and adventurous activities.</p>	