



Pupil Premium Strategy St John the Evangelist Church School 2017-2018

1. Summary information					
School	St John the Evangelist Church School				
Academic Year	2017/2018	Total PP budget	£42,300	Date of most recent PP Review (external or Internal)	October 2017
Total number of pupils	298	Number of pupils eligible for PP	32	Date for next internal review of this strategy	January 2018

Background Information

The pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds under achieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), pupils looked after and pupils of service personnel as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the numbers of pupils registered for FSM over a rolling six year period (Ever6). At St John the Evangelist Church School we will be using the indicator of those eligible for Pupil Premium as well as identified vulnerable groups as our target pupils to 'close the gap' regarding attainment.

Funding allocation breakdown 2017-2018

For the financial year 2016/2017, funding allocations are:

Pupils eligible for FSM	£1320pp
Pupils classed as FSM Ever 6	£1320pp
Pupils of Service Personnel	£300
Pupils who have been looked after for one day or more	£1900pp
Pupils who were adopted from care on or after 30 December 2005 or subject to a residency order	£1900pp

Current number of pupils and those eligible for funding 2017-2018

Total number of pupil currently on roll	298
Total number eligible for Pupil Premium funding	32
Total number of FSM	20
Total number of FSM Ever 6	8
Total number of Looked After or adopted pupils	2
Total number of Service pupils	2

2. Current attainment (2016-2017 key data measures)

Outcomes 2016/2017

	Cohort	KEY STAGE 1																	
		GLD		No. of PP in Yr1 cohort	PHONICS		No. of PP in Yr2 cohort	READING				WRITING (TA)				MATHS			
		No. of children @GLD or above	% GLD or above		No. of children @Standard or above	% @Standard or above		No. of children @ARE or above	% ARE or above	No. of children @GD	% GD	No. of children @ARE or above	% ARE or above	No. of children @GD	% GD	No. of children @ARE or above	% ARE or above	No. of children @GD	% GD
MAT Average	102	62	61	119	81	79	97	60	59	19	19	51	50	11	11	58	57	9	9
National 2017																			
North Somerset Hub	50	31	62	59	41	82	44	29	58	11	22	24	48	6	12	28	56	3	6
South Somerset Hub	6	4	67	6	4	67	5	2	33	1	17	1	17	1	17	3	50	2	33
St Georges	6	4	67	9	7	78	3	2	67	1	33	2	67	0	0	2	67	0	0
St John the Evangelist	3	3	100	4	2	50	5	4	80	2	40	3	60	0	0	3	60	0	0

	No. of PP in Yr6 cohort	KEY STAGE 2																R+W+M combined	
		SPAG				READING				WRITING				MATHS					
		No. of children @ARE or above	% ARE or above	No. of children @GD	% GD or above	No. of children @ARE or above	% ARE or above	No. of children @GD	% GD or above	No. of children @ARE or above	% ARE or above	No. of children @GD	% GD or above	No. of children @ARE or above	% ARE or above	No. of children @GD	% GD or above	No. of children @ARE or above	% ARE or above
MAT Average	147	91	62	27	18	96	65	17	12	95	65	21	14	85	58	13	9	64	44
National 2017																			
North Somerset Hub	78	45	58	18	23	44	56	8	10	47	60	12	15	39	50	4	5	28	36
South Somerset Hub	16	11	69	4	25	11	69	1	6	12	75	3	19	9	56	3	19	9	56
Taunton Hub	53	35	66	5	9	41	77	8	15	36	68	6	11	37	70	6	11	27	51
St John the Evangelist	10	3	30	1	10	5	50	1	10	5	50	1	10	5	50	1	10	4	40

Targets 2017/2018

EYFS GLD: 100% GLD+: 50%

Year 1 Phonics: 100%

Year 2 (Cohort of PP pupils: 4)

Reading ARE: 75% Reading GDS: 0%

Writing ARE: 50% Writing GDS: 0%

Maths ARE: 75% Maths GDS: 0%

RWM ARE: 50% RWM: GDS: 0%

Year 6 (Cohort of PP Pupils: 4)

Reading ARE: 100% Reading GDS: 25%

Writing ARE: 100% Writing GDS: 25%

Maths ARE: 100% Maths GDS: 25%

RWM ARE: 100% RWM: GDS: 25%

EYFS: To accelerate progress of pupils in receipt of Pupil Premium in order for them to reach GLD at the end of the Foundation Stage.

Year 1: For 100% of the pupils in receipt of Pupil Premium to pass their Year phonics check, in line with national results.

Year 2: To increase the number of pupils in receipt of Pupil Premium achieving the expected standard in reading, writing and maths.

Year 3: To increase the number of pupils in receipt of Pupil Premium achieving the expected standard in reading, writing and maths to be at least in line with their peers.

Year 4: To increase the number of pupils in receipt of Pupil Premium achieving the expected standard in reading, writing and maths to be at least in line with their peers.

Year 5: To increase the number of pupils in receipt of Pupil Premium achieving the expected standard in reading, writing and maths to be at least in line with their peers.

Year 6: To ensure 100% of pupils in receipt of Pupil Premium achieve at least age expected expectations at the end of KS2 in Reading, Writing Maths and SPaG.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A. A number of the pupils are subject to social emotional factors that could have an impact on their academic outcomes

B. In addition to being eligible for pupil premium funding, a number of the pupils have specific learning difficulties

External barriers (*issues which also require action outside school, such as low attendance rates*)

D. For some of the identified pupils, attendance and punctuality is below the expected level.

For some pupils, low incomes potentially bar them from fully participating in the full range of learning opportunities provided by the school.

For some identified pupils, parental engagement is poor and these families are hard to reach. This impacts on the quality of communication and guided support the school can give to further the attainment and progress of these pupils.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium pupils will make at least equivalent or better progress than non Pupil Premium pupils.	Tracked data shows that Pupil Premium pupils make at least the same progress as their peers in all cohorts.
B.	Pupil Premium pupils can access a full range of educational experiences and support.	Attendance of pupil premium pupils on educational visits and clubs equals that of non- pupil premium pupils.
C.	Pupils working at age related expectations are given opportunities to maintain or accelerate progress to greater depth.	By the end of the academic year, children will have made accelerated progress number of tracking points.
D.	To increase the level of parental engagement, specifically in reading. Pupils are heard read on a regular basis and parents are involved in regular conversations with the class teacher regarding reading progress.	Parents are more involved in the learning process, particularly reading and can see tangible progress.

5. Planned expenditure					
Quality First Teaching and Curriculum					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Supporting Educational Visits	Children in receipt of Pupil Premium have full access to a wide range of educational visits and are guaranteed attendance of said trips. Includes Year 6 Residential Visit and Year 5 Enrichment Week.	£2904	Analysis/monitoring of impact in pupils' work. Discussion with teachers re outcomes. Discussion with pupils re impact. Analysis of attendance of visits. Tracking of spend against pupil and liaison with parents to ensure support is provided.	IDO/JRA/ BTH	Termly
Classroom resources -	All children have access to necessary resources, including school equipment for learning, quality reading books etc	£500	Quality of pupil work and impact on outcomes through tracking, as above.	IDO/BTH	Termly
Total budgeted cost					£3,404
Targeted Support					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
LSA Salaries 4 LSAs x 16 hours per week	Quality one to one and small group intervention support enables high quality first teaching in classrooms.	4 x £9429.00	Rigorous analysis of needs. Identification of children in need of one to one and/or small group support to meet expected targets. Termly review of outcomes, linked to target setting and pupil progress meetings.	IDO/BTH	Every 12 weeks
	Rapid intervention following quality first teaching ensures gaps in learning are rapidly and rigorously identified.		Monitoring of lessons Notes from phase meetings Outcomes in identified children's nooks Analysis of identified children's attainment and progress.	IDO/BTH/ Base Leaders	As part of the whole school monitoring schedule – various within each term

	<p><u>Learning Mentorship</u></p> <p>SEMH support for identified children ensures they are “lesson ready” and can cope with all aspects of school life,</p> <p>Identified children have regular access to behaviour for learning support and are enabled to cope with the demands of the curriculum.</p>		<p>Tracking of identified children to analyse attainment and progress outcomes.</p> <p>Observations of Learning Mentor sessions to ensure quality of provision.</p> <p>Training for Learning Mentors – 6 x am sessions at Yeo Morro school.</p>	IDO/BTH/ BED	Termly
Total budgeted cost					£37,716
Attendance					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Educational visits – see above.	Ensure full attendance of visits	See above	See above	See above	See above
Total budgeted cost					See above
Other Areas					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Breakfast Club/After School Care Club	Ensure children in receipt of Pupil Premium access wrap around care. They are ready for school through Breakfast club and have access to enrichment and homework support via after After School Care club.	£180	Monitoring of identified pupils in class by PP Champion. Analysis of attainment and progress outcomes of identified pupils. Analysis of work produced by identified pupils. Conferencing with identified pupils and parents.	BTH/IDO	Termly
RMC Sports Street Dance Tennis Club	Children in receipt of pupil premium have access to available clubs and high quality enrichment provided by external services.	£1000	Conferencing with identified pupils and parents. Discussion and feedback with providers.	BTH/IDO	Termly
Total budgeted cost					£1180

Review of expenditure 2017/2018		
1. Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p><u>Supporting educational visits</u></p> <p>80% of Pupil Premium children have taken up subsidised visits across the year. 100% took up the Residential visit subsidy. 100% took up the Year 5 Activity Week subsidy.</p> <p>Children were given the opportunity to access a wide range of visits that enhanced curriculum learning</p>	<p>The Residential and Activity Week subsidy will remain with a proportion of the cost paid from PP (£100). All other visit costs will be covered in full, rather than a 50% discount to fully support inclusion for all. Where subsidies are not taken up the PP Mentor will work with families to ensure awareness is in place and that parents/carers fully understand the rationale and take up the offer that is made available to them.</p>	<p>£2904</p>
<p><u>Classroom Resources</u></p> <p>All PP children had access to class novels for their own personal use. Where equipment was provided by the school, the contribution was covered by the school. All PP children had reduced costs allocated to swimming and any paid art and DT.</p>	<p>This will remain for 2018/2019</p>	<p>£500</p>
<p><u>Licensing of software</u></p> <p>One PP child (also in receipt of an EHCP) received bespoke software for an ipad to support with classroom learning.</p>		<p>£80</p>

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2. Targeted Support

Rapid intervention following quality first teaching ensures gaps in learning are rapidly and rigorously identified.

Quality one to one and small group intervention support enables high quality first teaching in classrooms.

Total	Subjects Combined	Writing	Reading	Mathematics
WHOLE SCHOOL [300 children]	+3.5	+3.5 [294 pupils]	+3.6 [295 pupils]	+3.2 [294 pupils]
Pupil Premium [32 children]	+3.0	+2.9 [30 pupils]	+3.2 [30 pupils]	+2.9 [30 pupils]
NOT Pupil Premium [268 children]	+3.5	+3.6 [264 pupils]	+3.7 [265 pupils]	+3.3 [264 pupils]

Year 1	Subjects Combined	Writing	Reading	Mathematics
1718YARGROUP: P:1 [42 children]	+3.0	+3.0 [41 pupils]	+3.2 [41 pupils]	+2.9 [41 pupils]
Pupil Premium [6 children]	+3.0	+3.0 [6 pupils]	+3.1 [6 pupils]	+2.8 [6 pupils]
NOT Pupil Premium [36 children]	+3.1	+3.0 [35 pupils]	+3.2 [35 pupils]	+3.0 [35 pupils]

Year 2	Subjects Combined	Writing	Reading	Mathematics
1718YARGROUP: 2 [45 children]	+3.2	+3.0 [44 pupils]	+3.3 [44 pupils]	+3.2 [44 pupils]
Pupil Premium [4 children]	+2.6	+2.5 [4 pupils]	+2.2 [4 pupils]	+3.0 [4 pupils]
NOT Pupil Premium [41 children]	+3.2	+3.0 [40 pupils]	+3.4 [40 pupils]	+3.2 [40 pupils]

Year 3	Subjects Combined	Writing	Reading	Mathematics
1718YARGROUP: 3 [44 children]	+2.9	+3.1 [41 pupils]	+3.0 [42 pupils]	+2.7 [41 pupils]
Pupil Premium [8 children]	+2.8	+3.0 [7 pupils]	+3.0 [7 pupils]	+2.4 [7 pupils]
NOT Pupil Premium [36 children]	+3.0	+3.1 [34 pupils]	+3.1 [35 pupils]	+2.8 [34 pupils]

Lessons learned

(and whether you will continue with this approach)

Pupil Premium progress is broadly in line with whole school progress but there remains a gap between PP and Non PP children in Reading and Writing. The gap in maths is minimal and improved from previous years.

Restructuring of TA support across the school since September has ensured that adults are now working more in classes to support identified children, and small groups of children during lessons. However, the support has not been as consistent and specific for many PP children – especially the middle and higher attainers, as much focus has been given to those lower ability children and those who are also identified as SEN.

In most cohorts there are very small numbers of PP children and this has a direct impact on % in attainment, often with one child equating to 25%.

Those children who are also identified as SEN have had a direct impact on like for like progress as often their needs mean that their progress cannot be measured at the same rate as non PP children.

Therefore Learning journals have been introduced for these children in order to track and demonstrate small steps of progress.

Both teachers and support staff were keen for specific interventions (such as Nessy, Catch Up Numeracy etc) to be delivered outside of core subject teaching time, as had been previously done using only a small suite of interventions.

Regular base meetings, and review of this approach as part of the termly Pupil Progress Meetings, has confirmed that teachers feel better equipped to direct support staff more strategically. Both PP children and non-PP children needing support are given better quality intervention during the lesson when it is needed, rather than relying solely on running catch up sessions at other times.

PP progress data suggests that this is working well, with the exception of Year 2, which still presents as the greatest issue. However, this relates to four children with very specific learning/SEN and behavioural needs and progress for them is not always as rapid, or increments are not as great so this is not shown in all SPTO data analysis.

Cost

37716.00

Year 4	Subjects Combined	Writing	Reading	Mathematics
1718YEARGR OUP:4 [42 children]	+3.3	+3.4 [42 pupils]	+3.3 [42 pupils]	+3.1 [42 pupils]
Pupil Premium [5 children]	+2.8	+3.0 [5 pupils]	+3.0 [5 pupils]	+2.4 [5 pupils]
NOT Pupil Premium [37 children]	+3.4	+3.5 [37 pupils]	+3.4 [37 pupils]	+3.2 [37 pupils]

Year 5	Subjects Combined	Writing	Reading	Mathematics
1718YEARGR OUP:5 [44 children]	+3.3	+3.2 [44 pupils]	+3.4 [44 pupils]	+3.2 [44 pupils]
Pupil Premium [4 children]	+3.0	+2.2 [4 pupils]	+3.8 [4 pupils]	+3.0 [4 pupils]
NOT Pupil Premium [40 children]	+3.3	+3.3 [40 pupils]	+3.4 [40 pupils]	+3.2 [40 pupils]

Year 6	Subjects Combined	Writing	Reading	Mathematics
1718YEARGR OUP:6 [40 children]	+3.5	+3.6 [40 pupils]	+3.7 [40 pupils]	+3.0 [40 pupils]
Pupil Premium [3 children]	+3.7	+3.3 [3 pupils]	+3.7 [3 pupils]	+4.0 [3 pupils]
NOT Pupil Premium [37 children]	+3.4	+3.7 [37 pupils]	+3.7 [37 pupils]	+2.9 [37 pupils]

Pupil Premium Champion (including individual conferencing)

Introduced in the Spring term 2018, they conferencing has been a positive step forward in both raising the profile of PP across the school and in ensuring the voice of PP children is heard and acted upon. Conferences have ensured that staff, especially the Headteacher and PP Champion know how children are responding to the support given, whether they feel it helping them and how it is impacting on their confidence and self esteem. This has also proved impactful when feeding back to parents/carers at termly consultation meetings. We feel we have a more informed knowledge of what children feel they need and how spending of PP funds can impact on individual children's needs and wishes.

An example of this was the response to the demand for cooking lessons. As a result of conferencing, a ten week course of cookery classes was delivered for all PP children where they all were taught to cook a main meal and a pudding that they then took home to share with their families.

Children and class teachers have responded positively. Learning Mentor support was also given more strategically following conferencing and the Talkabout intervention was delivered to 9 out of the 31 identified children.

TA hours have been readjusted to provide a spread of opportunity in both the mornings and the afternoons. This allows for in class support and withdrawal groups outside of core teaching. This also means that precision teaching can take place one to one and that interventions can support same/next day misconception teaching or reinforcement.

Gaps between PP and non PP still exist – this is patchy across the school and the support team of 12 LSAs has been restructured for 2018/2019.

PP spending for LSAs has now been focussed on a specific PP mentor who will support the whole cohort of PP through one to one interventions and pastoral/family support, and focus of the three learning mentors for part fo their timetable to focus on PP children.

This has been very impactful and will continue for 2018/2019. The PP Mentor will now deliver conferencing termly and will be able to liaise with parents/carers more rapidly.

Tea, Toast and Tips and other PP funding parent workshops did not happen as planned but will be a focus of priority for the Autumn term 2018.

Teachers reported that home support is still an issue for many of the children, especially with home learning and so the PP Champion and Mentor will prioritise this when working with parents in the coming academic year.

£600

3. Attendance		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p><u>Educational visits</u></p> <p>See above</p> <p><u>Support for poor attendance</u></p> <p>One family in receipt have two children whose attendance has been poor. (YR 83.4% and Y4 84% respectively). The local authority EWO was employed to work with this family, and others (non PP) where attendance was not good. There was some progress and engagement but towards the end of the year the EWO was not available to engage and progress slipped back.</p> <p>The school put resources in place to support the family who was the main cause for concern, and offered a pick and collect service as well as closely monitoring and regular, daily contact. Attendance improved but was sporadic and not sustained.</p> <p><u>Mindfulness Therapy</u></p> <p>The demand for this service across the school grew rapidly across the year. This was in part due to the fact that there was limited SEMH support available from the LA.</p> <p>The Mindfulness therapist attended school weekly for two mornings and worked with 60% of the PP cohort, as well as others in the school. Reporting from parents proved positive and this was reflected in the parent survey from July 2018, where the majority of parents (96%) reported that their child felt safe and happy in school. A further 94% said that the school understood their child's need and provided support.</p>	<p>A new EWO (private service) has been employed for 2018/2019.</p> <p>PP Mentor has been charged with looking at attendance, alongside head and attendance officer, and forming relationships with target families – in a pastoral, parent support role, to try and improve the situation.</p> <p>Mindfulness Therapy will continue for 2018/2019.</p> <p>A further package of SEMH support has been bought into fro Somerset Services for Education.</p> <p>Learning Mentors will continue training this year to further enhance their impact.</p>	<p>See above.</p> <p>£500</p> <p>£800</p>
4. Enrichment		

Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p><u>Breakfast/After School Club</u></p> <p>A low % of PP children took up the offer for subsidised Breakfast Club care and after school care. A need was identified for further engagement with targeted families to ensure they were fully accessing the support offered.</p> <p><u>After School clubs</u></p> <p>30% of children attended after school enrichment activities.</p> <p><u>Circus Skills Workshop</u></p> <p>Four PP children (identified in Year 2 as the most vulnerable) attended a BWMAT Circus Skills Workshop. Direct impact on learning outcomes is hard to measure from this but greater self-esteem and sense of enjoyment was evident following the event and in subsequent conferencing.</p> <p><u>North Somerset Hub Boules</u></p> <p>Eight PP children from Years 3 and 4 attended this event. Direct impact on learning outcomes is hard to measure from this but greater self-esteem and sense of enjoyment was evident following the event and in subsequent conferencing</p> <p><u>Uniform subsidy</u></p> <p>100% of PP children took up the uniform subsidy.</p>	<p>Support will be increased through the work of the PP Mentor, who will engage with targeted families to promote these services. We will also fund 100% of attendance at both provision for 2018/2019 to encourage more PP children to attend.</p> <p>As above, the PP Mentor will engage with all PP families to further promote clubs and after school activities. We will fund the full cost of after school clubs for PP children throughout 2018/2019 to encourage better take up of these opportunities.</p> <p>Further bespoke enrichment opportunities for PP children will be sought for 2018/2019. However, a need for more specific individual enrichment opportunities needs to be given and has been allocated in the spending for 2018/2019. The PP Champion and Mentor will work on this as a result of individualised conferencing and seek opportunities as necessary. This includes tutoring for some children, already identified with parents, that will take place outside of school hours. Also support for external clubs (e.g. Clevedon football club) for one child.</p> <p>Continued for 2018/2019</p>	<p>£500</p>