

Higham St. John's C E Primary School Pupil Premium Strategy Statement



1. Summary information					
School	Higham St. John's C E Primary School				
Academic Year	2018/19	Total PP budget	£19,800	Date of most recent PP Review	02/2019
	2017/18		£26,240		
Total number of pupils	141	Number of pupils eligible for PP	15	Date for next internal review of this strategy	07/2019
		Percentage of pupils eligible for PP	10.6%		

Information regarding the Pupil Premium:

- The pupil premium is additional funding for publicly funded schools in England
- It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peer
- In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years: £1,320 for pupils in reception to year 6; £935 for pupils in year 7 to year 11
- Schools will receive £2,300 for any pupil:
- identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of: adoption; a special guardianship order; a child arrangements order (previously known as a residence order); who has been in local authority care for 1 day or more; recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

ANALYSIS OF 2018 KS2 PERFORMANCE DATA (Pupil Premium group compared with all pupils)

	School disadvantaged pupils	School (all pupils)	DIFFERENCE	Local authority other (non-disadvantaged) pupils	England state-funded schools other (non-disadvantaged) pupils
Progress in reading (score, description and confidence intervals)	3.3	1.5	1.8	0.4	0.3
	(-1.1 to 7.7)	(-1.1 to 4.1)		(0.3 to 0.5)	(0 to 0)
Progress in writing (score, description and confidence intervals)	1.2	0.1	1.1	0.5	0.2
	(-3 to 5.4)	(-2.4 to 2.6)		(0.4 to 0.6)	(0 to 0)
Progress in maths (score, description and confidence intervals)	2.5	3.3	-0.8	0.5	0.3
	(-1.5 to 6.5)	(1 to 5.6)		(0.4 to 0.6)	(0 to 0)
Percentage of pupils meeting the expected standard in reading, writing and maths	86%	71%	15%	72%	70%
Percentage of pupils achieving a high standard in reading, writing and maths	0%	10%	-10%	11%	12%
Average score in reading	106	105	1	106	106
Average score in maths	104	106	-2	105	105

2. Attainment in 2017/18 (2018 Year 6 Pupils)		
	<i>Pupils in cohort eligible for PP (your school)</i>	<i>Pupils in cohort not eligible for PP (national average)</i>
% of Year 6 pupils in 2018 who achieved expected standard or above in reading, writing & maths	86%	71%
% of Year 6 pupils in 2018 making expected progress in reading	100%	90%
% of Year 6 pupils in 2018 making expected progress in writing	80%	60%
% of Year 6 pupils in 2018 making expected progress in mathematics	80%	85%
3. Current attainment (Whole School)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	53% (33% SEN)	64%
% making expected progress in reading (as measured in the school)	53% (33% SEN)	75%
% making expected progress in writing (as measured in the school)	53% (33% SEN)	78%
% making expected progress in mathematics (as measured in the school)	53% (33% SEN)	76%
4. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	A number of SEND children (33%) requiring individualised education plans within PPG groups	
B.	A number of children within the PPG group need a high level of emotional support	
C.	Need to address Basic language skills, which are reflected with lower reading and writing attainment within PPG groups	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance across the school is very good however some children within the PP group have lower attendance Lack of varied experiences / enrichment opportunities outside of school for some pupils can impact on ideas for writing and therefore end of Key Stage Data	

5. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To ensure that disadvantaged children make comparable progress to other children, considering their individual needs.	Pupils make at least expected year on year progress and meet /exceed year group expectations in all areas.
B.	Carefully planned intervention strategies, implemented by support staff, to impact positively on outcomes for PPG children.	Targeted intervention for under performing groups to take place, assessment embedded and impacting on quality of teaching and progress of children.
C.	To meet the needs of vulnerable pupils through liaison with agencies and parental support.	Pupils accessing additional support where needs identified from initial assessments and consistent monitoring. Educational Psychologist enables staff to meet the needs of vulnerable children.
D.	Maintain punctuality, attendance and behaviour of children in receipt of PPG.	If attendance/behaviour becomes an issue, this is quickly addressed through support (children and parents), intervention and, if needed, signposting other agencies.

6. Review of expenditure

Previous Academic Year

2017 / 2018

Rationale in 2017/18

This allocation of Pupil Premium was used in a variety of ways. Examples included:

- Funding Teaching Assistant support to deliver personalised intervention programmes
- Funding Teaching Assistant time to support the learning needs of children within normal lessons
- Purchasing additional resources to meet pupil needs, through the SEN and individual subject budgets
- Purchase of software for the ICT Network, which is focused on supporting children who have, or are at risk of, falling behind
- Providing training for staff in using the above new software
- Buying in additional services to support pupils. Examples include: Educational Psychologists, Behaviour specialists and Looked After Teacher support
- Subsidies towards extra-curricular activities and educational visits to enable full participation within our extended curriculum

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 (2017 figures)
Staffing Costs (e.g. Additional TA Support)	To maintain and continue to increase an above national percentage of PPG children achieving ARE expectations in reading, writing and maths at the end of KS2.	<p>KS2 Data:</p> <p>Reading – 100% OF PPG children made expected progress, 50% better than expected.</p> <p>Writing – 100% of PPG children made expected progress in writing, 83% better than expected.</p> <p>Maths – 100% of PPG children made expected progress in Maths, 83% better than expected.</p> <p>Intervention groupings also had a positive impact on pupils not eligible for PP, as those within groups achieved better than expected progress in Writing and Maths.</p>	<p>This approach had a positive impact on academic outcomes for PPG children across the 2017/18 school year. Where appropriate and deemed necessary, this approach will be maintained, alongside a desire to consider the specific needs of each individual within disadvantaged groups.</p> <p>It is also acknowledged, however, that independence within learning is a growing issue amongst children in this group. This is something that will be closely considered and monitored in future provision.</p>	£6,910

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
1:1 or small group Teaching	To maintain and continue to increase an above national percentage of PPG children achieving ARE expectations in reading, writing and maths across the School.	<p>This action impacted positively on the progress made in KS1 and Upper KS2. Interventions within these classrooms provided tailored support for PPG children to ensure the made expected or greater than expected progress.</p> <p>In Years 3-5, progress due to small group tutoring was less effective, somewhat due to a high percentage of SEN within PPG groups (50% in Year 4 – 2 children and 66% in Year 5 – 3 children).</p>	<p>It is felt that, within KS1 and KS2, the progress of PPG children was better when they were taught as part of larger groups (5-7) rather than on a one-to-one basis. Feedback from parents suggested that this was a more inclusive approach and therefore children approached tutoring more enthusiastically. This will be considered when planning future provision.</p> <p>Improved monitoring of Pupil Premium sessions – by teaching staff and SLT – would ensure the needs of individual and groups of children are more effectively met. Guided reading training, observations of good teaching and working alongside the SENDCO are ways in which this could be achieved.</p> <p>The content of all small-group/one-to-one tutoring should be logged, with targets assessed on an on-going basis.</p>	£15,800
Bought in services (e.g. Acorn psychology)	Specific support for PP pupils with SEND	<p>PPG children with specific SEN had their day-to-day curriculum tailored to their needs following support from bought in agencies.</p> <p>Those children accessed all curriculum lessons to a higher standard than they might have previously, due to the recommendations made and followed by teaching and support staff.</p>	<p>Increased mapping of the progress the children within SEN groups make would ensure strategies used are the most effective ones available.</p> <p>Consistent reviewing of Acorn Psychology recommendations would further embed their use and test their on-going impact for all learners.</p>	£1,750
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

Educational Visits Subsidies	Children of all abilities and backgrounds to access enrichment opportunities	All children were able to access our wide-range of educational visits (for example theatre visits, Chill Factore, Castle-head and Patterdale), including residential visits.	This approach allowed the confidence, independence and life-skills of PPG children, especially on residential visits, to grow. This approach should be continued and maintained.	£980
Extra-curricular activities subsidies	As above; access for all to enrichment activities	All children were able to access extra-curricular clubs provided during the course of the year. Sporting, art and cookery skills of the PPG groups attending these	This approach should be continued and maintained.	£800

7. Planned expenditure

Academic year	2018 / 2019
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Rationale in 2018/19

It is intended that the Pupil Premium funding will be used in the following ways:

- Funding Teaching Assistant support to deliver personalised intervention programmes
- Funding Teaching Assistant time to support the learning needs of children within normal lessons
- Purchasing additional resources to meet pupil needs, through the SEN and individual subject budgets
- Provide necessary training for staff in order to support a variety of identified needs.
- Buying in additional services to support pupils. Examples include: Educational Psychologists, Behaviour specialists and Looked After Teacher support
- Subsidies towards extra-curricular activities and educational visits to enable full participation within our extended curriculum
- Monitoring of attendance, punctuality and behaviour of those in receipt of Pupil Premium funding

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?
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To continue to provide early support/intervention for PPG children identified through data analysis and Pupil Progress Meetings.	To ensure that disadvantaged children make comparable progress to other children, considering their individual needs.	Pupil provision mapping Performance of PPG and SEN children EEF: Mastery Learning (moderate impact/low cost) +5 months progress EEF: Feedback (high impact/very low cost) +8 months progress Nurture programmes (including Lego Therapy)	Termly Assessments Data Analysis Pupil Progress Meetings Work/Book Scrutiny Pen portraits including parental and child voice PP review meetings with parents	SI	July 2019
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Total budgeted cost £12,770

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?
To provide Teaching Assistants who are highly trained in leading intervention strategies and formative assessment.	Carefully planned intervention strategies, implemented by support staff, to impact positively on outcomes for PPG children.	Pupil Progress Meetings Impact of previous interventions EEF: Small Group Tuition (moderate impact/moderate cost) +4 months progress	Termly Assessments Data Analysis Pupil Progress Meetings Work/Book Scrutiny Monitoring of Intervention timetables and groups	SI	July 2019

Total budgeted cost £3,500

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?
Provide support of outside agencies and other professionals. Also, training for staff to meet the needs of individual children.	To meet the needs of vulnerable pupils through liaison with agencies, child individualised and parental support.	Previous impact on targeted children Feedback from initial Pupil Pen Portraits Identified support, therapy and possible counselling needs. EEF: Meta-cognition and self-regulation (low cost/high reward) +7 months progress EEF: Parental engagement (moderate impact/moderate cost) +3 months progress	Use of pen portraits Monitoring of parental feedback Pupil Progress Meetings	SI	July 2019

PPG Leader to monitor, through SIMS and CPOMS, the attendance, punctuality and behaviour of PPG children.	Maintain punctuality, attendance and behaviour of children in receipt of PPG.	Prior issues identified Monitoring of CPOMs EEF: Behaviour Interventions (moderate impact/moderate cost) +3 months progress Nurture groups Playground leaders and sports activities	Registers to be audited each half-term. Highlight any children that may be missing lesson and intervention times. Involve parents – through dialogue and discussion – if needed.	SI	July 2019
Educational visits and extra-curricular clubs subsidies.	PPG able to attend the full range of educational trips and extra-curricular clubs in the course of the year,	Previous feedback from parents Initial Pen Portrait forms.	Monitoring of club and educational visit attendance registers	SI	July 2019
Total budgeted cost					£3,530
TOTAL BUDGET ALLOCATION					£19,800