



1. Summary information					
School:	St John's Walham green CE Primary School				
Academic Year	2016/17	Total PP budget	£121,190	Date of most recent PP Review	Sep 2016
Total number of pupils	385	Number of mainstream pupils eligible for PP	104	Date for next internal review of this strategy	July 2017

2. 2015/16 Attainment		
End of Key Stage 1	Pupils eligible for PP (11)	Pupils not eligible for PP (42)
% achieving expected standard or above in reading, writing and maths	-	-
% achieving expected standard or above in reading	82%	88%
% achieving expected standard or above in writing	45%	75%
% achieving expected standard or above in maths	82%	95%
End of Key Stage 2	Pupils eligible for PP (14)	Pupils not eligible for PP (29)
% achieving expected standard or above in reading, writing and maths	47%	59%
% achieving expected standard or above in reading	53%	85%
% achieving expected standard or above in writing	60%	70%
% achieving expected standard or above in maths	73%	74%
% achieving expected standard or above in SPAG	67%	85% (Raise online data)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	<ul style="list-style-type: none"> Lower attainment in Communication and Language, Mathematics and Literacy in the Early Years Foundation Stage (EYFS.) than their peers;
B.	<ul style="list-style-type: none"> English as an Additional Language (EAL.) 31% (National 20%) – many pupils enter the school with no acquisition of English or the early stages. Some children are tri-lingual which can often mean children initially make slower progress in speaking and writing than their peers.
C.	<ul style="list-style-type: none"> Recruitment and retention of staff – it is a continual challenge to retain teachers long-term due to cost of living in London.

External barriers (issues which also require action outside school, such as low attendance rates)		
D.	<ul style="list-style-type: none"> Poor attendance (In September 2016 PP pupils accounted for 53% of persistent absence at the school) 	
E.	<ul style="list-style-type: none"> Pupils are drawn from varied demographic backgrounds, school deprivation indicator is higher than national. 	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Early intervention for PP pupils (PP: currently 31%) in the Nursery class to target specific children who have been assessed as low attainment in the prime areas.</p> <p>Early intervention for pupils in Reception who are below peers. Targeted support for PP pupils who are assessed at above expected in order to attain exceeding.</p> <p><i>Measuring:</i> All pupils in EYFS tracked via whole school 3BM tracking system. LBDS matrices also used to track pupils and offer termly comparisons</p>	<ul style="list-style-type: none"> Accelerated progress for identified children Diminishing difference between PP and non-PP who attain Good Level of Development (GLD) (2016: 67% of PP pupils achieved GLD, non PP- 95%) Increase in number of PP children ending Early Years Foundation Stage as exceeding
B.	<p>Diminishing difference between EAL and non-EAL attainment (PP) Identifying pupils who may have multiple vulnerabilities. Monitoring pupils closely where literacy levels in their first language are low.</p> <p><i>Measuring:</i> All EAL pupils tracked via whole school 3BM tracking system and LBDS matrices.</p>	<ul style="list-style-type: none"> Accelerated progress for identified pupils
C.	<p>Retention of staff through professional development and promotion opportunities. <i>Measuring:</i> DHT monitors staff mobility.</p>	<ul style="list-style-type: none"> Staffing will be stable. School capacity improved
D.	<p>Decrease in number of PP pupils who's attendance falls below 96%</p> <p><i>Measuring:</i> PP lead and Assessment lead work together to track pupils' attendance- regular reports to Governing Body, HT and RIG team.</p>	<ul style="list-style-type: none"> Collaborative approach to raising attendance for targeted PP pupils.
E.	<p>Use a team approach/multi-agency approach to support families. <i>Measuring:</i> Senior leadership team work together with SENDCo and assessment lead to track vulnerable pupils – scrutinising their attendance alongside progress and attainment.</p>	<ul style="list-style-type: none"> Reduce the impact of external barriers on pupil's progress and attainment.

5. Planned expenditure					
Academic year	2016/17				
Desired outcome	Quality of teaching for all	Targeted support	Expected outcomes for PP children	Expected cost	When will you review implementation?
	<ul style="list-style-type: none"> QFT 	<ul style="list-style-type: none"> Booster Intervention 			
Children's attainment is in line with age-related expectations	<ul style="list-style-type: none"> All staff aware of expectations for their year group Robust and rigorous school tracking and assessment system in place Broad and balanced curriculum that meets demands of new assessment Feedback and Marking Policy that supports progress Focused maths/writing PP intervention in Reception, Year 2, Year 5 & year 6, including team planning and provision of 3 lessons per week with PP teacher or regular group sessions with EY PP teacher. 	<ul style="list-style-type: none"> Use of Pupil Progress meetings to identify children at risk of underperforming Full programme of intervention available, including in-class support and out of class booster, in maths, literacy and PSHE Recruitment and deployment of intervention and support staff 	<ul style="list-style-type: none"> Diminishing difference between progress and attainment of PP and non PP children 	2 x PT teacher 1 X PT intervention HLTA PP lead undertakes intervention TAs across the school undertake intervention Maths Mastery buy-in Total: £107,000	Termly – Pupil Progress Meetings Weekly meetings, with 2 TA's and PP teacher, regarding Catch Up Literacy
Diminishing difference between EAL and non-EAL attainment (PP)	<ul style="list-style-type: none"> Greater understanding of supporting EAL children, through relevant CPD Identification of higher level EAL learners, who are at risk of underachieving Explicit teaching of GPS in all year groups All teaching staff to regularly update EAL assessments Misconceptions in spoken English are picked up Writing consultant to work with whole school to raise standards 	<ul style="list-style-type: none"> Provision of support materials and relevant teaching resources EAL baseline assessment on entry EAL early morning group Pre-teaching of key vocabulary Use of appropriate technologies to support language acquisition 	<ul style="list-style-type: none"> Diminishing difference between progress and attainment of PP and non-PP children with EAL 	Cost of resources Cost of INSET and CPD courses, as a non-maintained school Cost of writing consultant 2 days per half term - SENCo £6,000	Termly through Pupil Progress Meetings Ongoing, as new children arrive at school Yearly, in line with Census report

Retention of staff through professional development and promotion opportunities	<ul style="list-style-type: none"> Provision of a full CPD programme to incentivise staff to remain at St John's Improve opportunities for career progression and promotion Work with staff regarding work/life balance 	<ul style="list-style-type: none"> Ensuring that staff can meet the demands of the school population Support and training for all staff, to enable them, in turn, to support children effectively 	<ul style="list-style-type: none"> Annual stability indicator improves School systems and processes are enhanced due to stability in staffing Reduction in the amount of time given over to the induction of new staff and amending timetables Reduction in the amount of time and money spent on recruitment 	Time spent on interviewing and induction	Ongoing, to meet the school's needs
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Continue to work with families and children to improve attendance and punctuality	<ul style="list-style-type: none"> Celebration of good attendance and punctuality Whole school and individual reward and incentive schemes Senior staff are visible at the beginning and end of day to welcome children and their families Identify any issues that may arise in or out of school which may lead to lower than expected attendance Parents/guardians invited into school for appointments – Dec 2016 & July 2017. 	<ul style="list-style-type: none"> Agency referrals, as and when necessary Meetings with individual families, to develop attendance action plans Weekly monitoring of attendance and punctuality Nurture group Early morning group 	<ul style="list-style-type: none"> Increased attendance and being ready to learn should lead to greater engagement, participation and achievement through reduced missed opportunities Children feel safe and secure, feel happy and willing to go to school and engage with their learning 	Assessment lead - 1 day release per half term £1,800	Ongoing, termly, annually
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Use a multi-agency approach to support families	<ul style="list-style-type: none"> Involve appropriate agencies to support families and children experiencing difficulties 	<ul style="list-style-type: none"> Continue with an early intervention approach to turn around issues more swiftly Track support and monitor intervention and outcomes Identify PP pupils who have PA and complete Team Around the Child forms 	<ul style="list-style-type: none"> External factors have a reduced impact on children's attainment and outcomes Children know who to speak to if they are finding issues difficult SMSC provision and PSHE curriculum enable children to know when something is not right and how to take steps to get support. 	Part day - Family liaison worker : £6,390	Ongoing
				Total: £121,190	

6. Review of expenditure 2015/16 - £ 113,520

Link teacher Y6	£26,190
Link teacher Y2	£22,698
Pupil Premium Intervention teacher	£22,698
Assistant Head teacher support in UKS2 (including some mentoring)	£6,138
Pupil Premium Manager coordination time	£5,580
Child and Family Mentor	£8,885
Maths No Problem scheme	£2,562.53
Maths resources	£750
The Power of Reading scheme	£4,300
The Power of Reading resources	£1,500
Pastoral budget to include creation of Reflection room	£2,500
Beanstalk charity volunteer readers	£3,360
Virtual learning platforms (Mathletics and Purple Mash)	£2,786
Staff training	£2,000
Homework Club	£1,572.47
TOTAL	113,520

Following this review, the PP lead in collaboration with the HT, DHT, SENCo and The Governing Body of St John's school, decided that the 2016-17 grant should be spent as follows:

Pupil Premium funding is used to improve quality first teaching for children and therefore contributes to professional development for senior leaders, teachers and support staff.

- Skilled HLTA's be deployed in Y2 & 6 to ensure consistency and avoid short term agency staff being employed. Enrichment and booster groups to run to provide pupils the opportunity to exceed Age Related Expectations (ARE.) or revise basic skills with an aim to improving their overall
- 2 part time PP teachers employed to provide targeted support for PP pupils. Short term interventions planned, for example 6 week blocks of support for a group or class, review, update provision map, identify new group.
- 4 personnel trained in Catch-Up Literacy - targeted reading intervention for PP pupils aged 6-16. This programme to begin with pupils identified as below ARE in reading in years 2-5.
- Early intervention prioritised, PP pupils targeted in Reception & Nursery. Children identified who left Nursery attaining below their chronological age and who may not reach the Early Learning Goal without extra adult support and close links with Parents/Guardians/Carers. 6 week trial of a Beanstalk Volunteer Reader supporting pupils in Reception to provide good role model, 2 x 30 minute weekly reading opportunities 1: 1 with an adult, and a mentoring element of the programme.
- On entry to Nursery - pupils assessed and targeted immediately: Get Talking group (EAL focus)
- Early intervention prioritised and pupils in Year 1 and year 2 also targeted. Areas whereby the pupils may not reach Age related expectations (ARE) identified, group teaching provided in these areas.
- Support PP pupils who are achieving higher than expected: provide a range of enrichment activities. For example Beanstalk Volunteer readers, small enrichment teaching groups, an extra teacher resulting in smaller groups sizes for Literacy and mathematics, exceeding Communication and literacy group for pupils in Reception.

This serves to develop strategies and approaches to improve outcomes for children and close the gaps between children entitled to funding and their non-pupil premium peers.

- The progress gap between PP and non-PP is narrowing (in some classes more than others)
- In the case of one year group the progress made by the PP cohort exceeded that of the non-PP progress

We seek ways to improve experiences, opportunities, attitudes to learning and child and parental engagement to ensure that school life and prospects of accelerating achievement are maximised for all children.

- Engagement of parents and families in whole school events is good
- Feedback from parents is positive and supports the school in developing its practice and approaches

To extend the support for children's learning we use pupil premium funding to employ:

One part time specialist support teacher to further develop Quality First Teaching across the school and support teaching and learning in Years 5 and 6, particularly with regards children new to the school in KS2

We also support specific children through subsidising:

- KS2 SATs literacy and numeracy booster sessions o Run from January to May
- Homework Club o Targets specific children
- Enrichment activities for higher achieving pupils o Participation in:
 - Latin club
 - St Paul's School Saturday School - Maths and Science tuition for identified children at a local independent secondary school

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