

Pupil premium strategy statement

1. Summary information					
School	St John's CofE Primary Academy				
Academic Year	2016-2017	Total PP budget	£112,200	Date of most recent PP Review	n/a
Total number of pupils	206	Number of pupils eligible for PP	85	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	73%	60%
% making progress in reading	80%	92%
% making progress in writing	73%	95%
% making progress in maths	100%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading (comprehension, inference, test technique, reading for meaning KS1, reading strategies)
B.	Poor oral language skills (vocabulary choices, EAL)
C.	Number skills (girls and disadvantaged girls)
D.	SEMH needs of PP pupils
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Persistent absenteeism, persistent lateness
B.	Parental engagement (inspire, homework, parents evenings, open door)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Diminish the differences between PP pupils and non PP pupils in reading	Data show that our Pupil Premium children make at least the same progress as our Non-Pupil Premium children.
B.	Diminish the differences between PP pupils and non PP pupils in maths (particularly girls)	Girls make accelerated progress in maths so that attainment for girls is in line with that of boys.

C.	PP pupils with SEMH needs can engage with and access the age-related curriculum	Data show that Pupil Premium children with SEMH make good progress and attain age –related expectations.
D.	PP pupils will be immersed in a language rich environment and provided with good models through teaching	Through extra-curricular experiences, our pupils will be exposed to a broader range of language and its use in a variety of contexts.

5. Planned expenditure

Academic year **2016-2017**

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.

i. 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	Impact (Actual)
Teachers, with support staff, are able to deliver and assess reading	Professional Development for: <ul style="list-style-type: none"> all staff for reading comprehension strategies: Teachers new to Years 2 and 6 Moderation training Small group teaching to target specific needs. Purchase resources for comprehension, Salford reading assessments, Project Code X programme and reading books.	Teachers and Support staff are able to use a consistent approach to: <ul style="list-style-type: none"> teaching reading strategies and comprehension skills measuring reading ages and comparing progress made teaching phonics Year 2 and Year 6 teachers are able to moderate reading judgements accurately.	The school follows a robust monitoring programme which includes: regular pupil progress meetings; pupil book trawls; teacher planning trawls and teacher appraisal.	Senior Leadership Team (SLT)	By Summer, 100% of teaching across the academy is good or better.
Improve progress and attainment in maths for girls.	Additional dinner time maths groups (Maths Ninjas) for girls. Small groups teaching to target specific needs. Adapting curriculum topics to engage girls.	Providing targeted teaching which is differentiated and can address specific learning needs. Girls are involved in their own learning. Girls' specific needs can be addressed.	Regular data checks will show girls' progress.	Maths Subject Lead	79.4% of girls have attained ARE in maths and 29.4% have exceeded ARE. 94% of girls have made expected or better progress in maths with 88% exceeding expected progress.

Total budgeted cost £40000

ii. 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	Impact (Actual)
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At least 66% of Year 6 Pupil Premium children and at least 85% of Year 2 pupils will attain the expected standard in reading.	Small group, 1:1 pupil interventions, additional booster groups and Easter school. Year 6 daily Literacy and Numeracy lessons in three groups.	To address specific skills and knowledge gaps in pupils' learning. To ensure the difference in attainment between Pupil Premium and Non-pupil premium children diminishes.	Regular pupil progress meetings; pupil book trawls; half-termly assessments and moderation.	Year 2 and 6 teachers SLT	80% Of Y6 Pupil Premium children have attained the expected standard in reading, with 46.7% exceeding the expected standard. 75% of Y2 Pupil Premium children have attained the expected standard in reading, with 46.7% 41.7% exceeding the expected standard.
89% of Early Years achieve Early Learning Goals (ELG 2) 81% of Key Stage 1 and 83% of Key Stage 2 Pupil Premium children attain age-related expectations.	Additional booster groups, Easter school, use of new resources (Phonic Code X and weekly whole class 'Headstart' Comprehension activities.	Booster groups allow additional time for the children to be supported in smaller groups to target similar needs. Headstart has had a positive impact on reading in other schools with a similar pupil intake.	Regular monitoring through book trawls, lesson observations and assessments will enable the impact to be measured.	EYFS, Year 2 and 6 teachers	EYFS pupils attained 76% GLD EYFS percentage of pupils attaining ELG 2: Reading 79% Writing 76% Maths 76% Pupil Premium attainment for KS1 and 2: Reading 70% Writing 62% Maths 70%
Speech and language concerns addressed quickly and early in pupils' schooling.	Additional Speech and Language Therapist (SLT) services purchased.	Early intervention for communication and interaction concerns can mean that issues are often eradicated completely or lessened.	Termly reviews of individual pupils' learning plans. The SENCO to be briefed regularly by the Speech and Language Therapist.	SENCO	Concerns are identified and addressed quickly and children able to be discharged sooner due to more regular intervention and assessment.
Total budgeted cost					£ 48000
iii. 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	Impact (Actual)

To develop independence, confidence, and provide pupils with broader life experiences.	Residential visits	Residential centres provide a structured approach to social and emotional strategies in a safe, risk-taking environment.	Qualified residential staff		Pupils able to apply the resilience and courage shown on the visits to tasks at school. Pupil voice.
For the children to sustain their engagement in an activity and to feel a sense of achievement. Incidents of misbehaviour to decrease.	After school weekly Gardening Club and Dance Club. School buddy (staff member) Attendance at a Fischy Music day to support well-being. Attendance at Lichfield Music Share Visits to school from Theatre companies	To give some of our pupils different ways to develop their skills and approach new challenges. To broaden the pupils' life experiences through a range of contexts.	Pupil work in books, observations of their engagement in lessons and number of incidents for misbehaviour decreased.	SENCO SLT	Internal recording systems indicate that the numbers of pupils participating in cinema club as a reward for sustained good behaviour shows a rising trend.
Parents enabled to support their children and be involved in their learning. Pupils have extra opportunities to practice their skills.	Homework books purchased for Literacy and Numeracy and reading books to take home.	Children are able to consolidate or practice skills learnt at school. Parents have expressed a wish to have some form of support to enable them to help with their children's learning.	Monitor the numbers of pupils completing weekly homework. Pupils needing time to catch up will have opportunities at school as well as home. Questionnaires from parents will reflect their thoughts about homework.	Class teachers	More children completing homework and positive comments from parents on questionnaires.
Total budgeted cost					£ 24000

6. Additional detail

Overview of Pupil Premium Achievement: 2016-2017

Pupil Premium (Non-PP)	YR	Y1	Y2	Y3	Y4	Y5	Y6
	Percentage of Pupil Premium At or Above expectation						
	Figures in brackets () show non-pupil premium						
Reading		50% (73%)	75% (77%)	64% (75%)	70% (67%)	80% (79%)	80% (87%)
Writing		38% (68%)	67% (59%)	64% (75%)	60% (67%)	67% (64%)	73% (73%)
Maths		38% (73%)	75% (77%)	86% (69%)	50% (68%)	73% (71%)	100% (93%)

- To develop quality-first teaching in reading
- To support parental involvement through homework materials
- To support booster groups for SATs year groups and phonic workshops.
- To ensure that Pupil Premium children attain in line with non-pupil premium peers
- To provide opportunities for pupils to participate in a variety of enrichment experiences, including residential visits and theatre visits in school
- To maximise learning by improving attendance
- Intervention support for identified learners to diminish differences
- To support pupils with social, emotional needs