



Pupil premium strategy statement:

1. Summary information					
School	Moordown St. John's CE Primary School				
Academic Year	2017-18	Total PP budget	£80520	Date of most recent PP Review	Sept. 2017
Total number of pupils	414	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Jan 2018

2. Current attainment			National	
Attainment for: 2016-17 End of KS2	Pupils eligible for PP (Year 6 2016-17)	Pupils not eligible for PP	Pupils eligible for PP (Year 6 2016-17)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	75%	88%	47%	74%
% achieving expected standard or above in reading	83%	90%	59%	83%
% achieving expected standard or above in writing	83%	96%	66%	88%
% achieving expected standard or above in maths	92%	98%	63%	86%

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.	Less academic attainment & progress than peers:
B.	Complex learning difficulties :
C.	Social, emotional & communication difficulties in KS1
D.	Behaviour:
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance
F.	Parenting challenges

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Identified Children to make expected or better attainment &/or progress than their peers.	<ul style="list-style-type: none"> • End of year attainment & progress • Positive feedback from Parents & pupils about their learning , attainment & progress.
B.	For pupil with complex learning difficulties to access the curriculum fully & make progress and have their needs need	<ul style="list-style-type: none"> • Progress made on their IEP; • Social & academic inclusion as evidenced in planning & lesson observations; • Access to appropriate resources;
C.	For children to be aware of & be able to articulate their feelings and learn effective coping strategies in stressful situations	<ul style="list-style-type: none"> • Evidence from attainment, progress and behaviour that pupils engage more with their learning; • Frequency of support in withdrawal room;
D.	Improved behaviour choices leads to greater engagement with the curriculum.	<ul style="list-style-type: none"> • Reduction in external & internal exclusion; • Pupils not requiring their own Behaviour plans
E.	For attendance to be 96% or above	<ul style="list-style-type: none"> • Attendance to significantly improve; • No persistence absence;
F.	For Parenting challenges not to impact on progress and attainment	<ul style="list-style-type: none"> • Uptake on parent training • Access to PSW • Meetings with staff

5. Planned expenditure

Academic year

2017/18

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 & 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	When will you review implementation?
Identified Children to make expected or better attainment &/or progress than their peers.	<ol style="list-style-type: none"> 1. Intervention groups & Year 6 setting; 2. Specialist 1:1 interventions 	<ul style="list-style-type: none"> • Data analysis and evidence has enabled us to identify the needs. 	<ul style="list-style-type: none"> • Progress meetings • Learning walks • Monitoring by subject leaders, Directors SLT; 	HT DHT AHT	Termly
For pupil with complex learning difficulties to access the curriculum fully & make progress and have their needs met.	<ol style="list-style-type: none"> 1. IEPs 2. Trained Specialist Monitoring & provision (EPS, SALT, etc) 	<ul style="list-style-type: none"> • Progress checking, EHCPs, diagnoses and specialist reports indicate difficulties that can only be supported through individual & specialist provision. 	<ul style="list-style-type: none"> • Annotated and updated IEPs/EBPs • Monitoring of outcomes (pupil's learning, attitudes) 	AHT	Termly
For children to be aware of & be able to articulate their feelings and learn effective coping strategies in stressful situations	<ol style="list-style-type: none"> 1. ELSA interventions 2. Trick box 3. PSHE 4. Marvellous Me! 5. Nurture groups 6. Acts of worship 	<ul style="list-style-type: none"> • Effective processes in school enable rapid identification of need; • This range of actions and approaches have been used effectively in the past with similar needs. • The actions themselves have a strong research base and are prescribed for many of the individuals concerned. 	<ul style="list-style-type: none"> • Tracking of individual progress; • Progress checking • Monitoring of IEPs, implementation of trick box; • 	AHT	Termly
Improved behaviour choices leads to greater engagement with the curriculum.	<ol style="list-style-type: none"> 1. effective implementation of school's bhv shaping policy; 2. Use of 4H at lunchtime as alternative provision; 3. Trick box 4. individual Bhv plans 5 Marvellous Me! Reward systems 	<ul style="list-style-type: none"> • Focus on prevention, socialisation & enabling success & reinforcing good behaviour choices; 	<ul style="list-style-type: none"> • All staff received training in trick box & bhv shaping policy, • Where relevant staff receive specialist support from AHT in preparing & implementing IBPs; • Monitoring of 4H by SLT & AHT of files 	HT DHT AHT SLT	Termly

<p>For attendance to be 96%</p>	<ol style="list-style-type: none"> 1. Systematic monitoring by welfare team and very effective management of attendance & robust policy 2. Proactive support for individual cases (eg. taxis, individual home visits) 3. Meetings with parents; 4. School nurse deployment; 5. Providing breakfast; 6. 	<ul style="list-style-type: none"> • Welfare & senior staff use attendance data and intelligence about families to anticipate and support needs. 	<ul style="list-style-type: none"> • ½ termly welfare meetings with directors • Reports to parents via school newsletter; • Effective & systematic approach to attendance management (letters home, prosecutions etc.) • 	<p>AHT</p>	<p>daily</p>
<p>For Parenting challenges not to impact on progress and attainment</p>	<ol style="list-style-type: none"> 1. Employing a parent support worker (PSW) 2. Parents to be trained Trick box 3. Referral to Parenting courses; 4. IT support for parents 5. Signposting parents to further support funding & agencies; 6. Parent information courses 	<ul style="list-style-type: none"> • Progress meetings & attendance monitoring identify parental needs. We recognise parenting challenges are critical to support so that pupils can be supported emotionally and academically. 	<ul style="list-style-type: none"> • AHT supervises PSW and monitors PSW records as AHT uses notes & records; • Reflective approach to planning parenting meetings; • Parenting challenges routinely considered at progress meetings; • Open door policy; • 	<p>AHT</p>	<p>daily</p>